OXFORD

Shine On! 1

TEACHER'S BOOK

1

Marie Delaney

Tamzin Thompson

Shine On! 1 Teacher's Book

Marie Delaney Tamzin Thompson

OXFORD

Shine On! 1

Teacher's Book 1

Dear Teacher,

Thank you for choosing *Shine On!* Lucy, Jack, Megabyte, and I are happy to welcome you to our wonderful world. We're going to have so much fun learning English together. We give you everything you'll need to make your English class a fun and interesting place to be.

Together, we're going to sing songs, read stories, watch videos, do crafts, and even act and dance! It'll be fun for all your students and for you too.

Everyone can join in and have the chance to shine!

Let's get started!

From,

Uncle Alex

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Scope and sequence

Unit	Vocabulary	Grammar	CLIL	Value
Starter Unit Hello!	Jack, Lucy, Uncle Alex, hello, goodbye	What's your name? I'm (Jack).	-	We are friendly.
1 At School	pen, book, pencil, backpack, desk, chair, Uncle Alex, ruler, pencil case, crayon, picture, in, out; A crayon, please. OK. Thank you.	What is it? It's a (book). The (pen) is in/out of the backpack.	Math	We put away our things.
2 Fun Colors	green, blue, yellow, white, black, red, purple, pink, brown, blue, orange, gray; Look! Good job! My favorite color is (blue).	What color is it? It's (blue).	Art	We take care.
Culture 1 Our Art Class	paint, glue, yarn, paper, colors, classroom objects			
3 Cool Toys!	ball, scooter, kite, doll, teddy, bike, plane, train, boat, helicopter, wood, metal, plastic; It's your turn. Thanks!	It's a (red) (ball). It's a (green) (kite).	Science	We take turns.
4 Let's Count!	one, two, three, four, five, six, seven, eight, nine, ten, equals, plus; Please help. OK.	How many (balls)? (Three.)	Math	We help others.

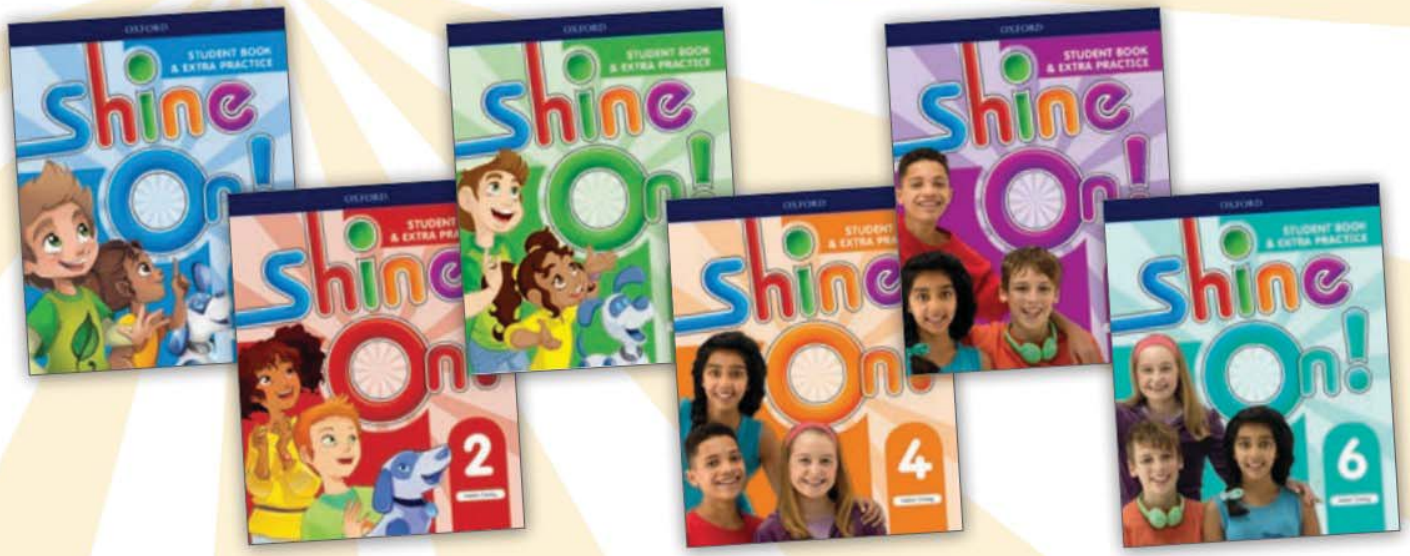
Unit	Vocabulary	Grammar	CLIL	Value
Culture 2 Our Playground	swings, slide, jungle gym, see-saw			
5 My Body	head, fingers, hands, arms, legs, feet, eyes, ears, mouth, nose, mask; I'm sorry. That's OK. Look! (Green) (eyes).	Touch your (head)! Shake your (arms)!	Art	We are active.
6 Animals	monkey, lion, zebra, snake, giraffe, hippo, tiger, kangaroo, bear, penguin, baby; Watch out!	This is a (lion). This is a (zebra).	Science	We are careful.
Culture 3 A Petting Zoo	duck, goat, sheep, pony			
7 My Family	mom, grandpa, dad, sister, brother, grandma, dog, cat, hamster, bird; How are you? I'm fine, thank you.	Who's this? This is my (brother).	History	We respect others.
8 Feeling Good	cold, hot, sad, happy, tired, hungry, fast, slow, noisy, quiet, face; Thanks. You're welcome.	She's (happy). He's (sad).	Art	We are kind.

Unit	Vocabulary	Grammar	CLIL	Value
Culture 4 My Family Barbecue	salad, burger, corn, juice			
Happy Easter	egg, flowers, bunny, basket			
It's Christmas!	star, present, decoration, tree			

For more information about planning your classes, go to the *Shine On!* Teacher's website:

www.oup.com/elt/teacher/shineon

About *Shine On!*



Welcome to ***Shine On!*** – a great new six-level course for elementary students in grades 1–6.

This bright, attractive course will make all your students look forward to their English class! With lots of funny stories, catchy songs, bright, colorful artwork, and interesting activities, ***Shine On!*** makes English class lots of fun!

The course has a clear and simple unit structure and lots of support, making it easy for you to teach from. Students have a bright, full-color *Student Book*, which contains everything they learn in class as well as *Extra Practice* pages—making it easy and fun for them to learn from!

Each unit gives students key building blocks of vocabulary and grammar, clearly presented and practiced through a variety of fun activities, including a unit story.

Students will love to watch the animated versions of the stories (levels 1–3) and songs. The animations are an enjoyable way for them to engage with English without even realizing it! They will make English lessons fun and entertaining.

Alongside lively stories and songs, ***Shine On!*** provides fascinating culture and holiday lessons and clear, positive values tasks. Regular *CLIL* lessons in each unit bring other subjects into the English classroom, so English lessons are always varied and interesting.

Flexibility

Each level of ***Shine On!*** is designed to be completed in one school year for teachers teaching between 1–3 lessons of English a week.

In addition to the *Student Book*, ***Shine On!*** provides a flexible package of teaching materials to make the course thoroughly adaptable to your classroom and your needs.

Student Book lessons can be supplemented in homework time, or additional classroom sessions with *worksheets*, creative craft projects, and varied practice exercises to suit different groups and learners.

The teacher's notes provide ideas for extending or shortening activities, and lots of great suggestions for lively activities and games to make the lessons as flexible and fun as possible. The *Teacher's Resource Pack* has flashcards and posters to use in class and for playing games.

In addition to the *Teacher's Resource Pack*, the course is supported with extensive digital resources, such as practice activities on the student's website, plus animated stories (levels 1–3), songs, and games to keep the students' motivation high.

Mixed ability and SEN

Shine On! is an inclusive course that recognizes that no two classes or students are the same, and that every student should have a chance to shine.

Notes in the *Teacher's Books* provide lots of helpful suggestions for mixed-ability classes.

Extra *worksheets* at three different levels mean that every student can be given extra practice at a level that allows him or her to progress and learn confidently at his or her own pace.

The tests are supplied at two levels to make sure all students can be assessed and achieve at an appropriate level.

Culture

Learning about the culture of another country is an important part of modern language learning. Culture topics can be fun and quirky, helping students to realize that variety and difference are a key part of international citizenship. They can also show the everyday life of children in the USA, helping students to see that we are not that different after all!

Shine On! has bright, lively culture lessons with lots of photos and activities after every two units in the *Student Book*, and each level features two fun holiday lessons for use at different times of the year.

Values

Values are an important part of ***Shine On!*** Values help students to work together and interact in a positive way in the classroom. By paying attention to their values lessons, students learn important social skills that are useful in the English classroom and beyond.

Values link to the themes and ideas of the Citizenship curriculum and help students to see how they can contribute in all aspects of their school life.

In levels 1–3, they appear in different places in the unit, always linked to the classroom activities that students are doing. They are clear and demonstrable, allowing students to think about and adapt their behavior, and see a positive result. Students are rewarded with attractive, colorful stickers, which they can stick in their books to show their achievement.

In levels 4–6, values are broadened to help students see themselves as a positive part of the wider community. The values activities encourage them to take responsibility for their actions and think about how their behavior may affect the world around them.

The teacher's notes help teachers to establish a positive values routine and make the most of this important part of students' learning and development.

21st Century Skills

Shine On! has 21st Century Skills integrated at all levels, so students will cover all of the skills appropriate at elementary level. 21st Century Skills are present in a variety of activity types throughout the course. Students are encouraged to think critically and to problem-solve with puzzle-style activity types. Creativity and communication are at the heart of the craft activities provided in every unit.

CLIL

Shine On! has a fully supported *CLIL* syllabus running throughout the course, bringing topics from other subject areas into the English classroom.

There is a fascinating *CLIL* lesson in every unit with full procedural notes in the *Teacher's Book* offering support and extra activities to get the most out of this rich, diverse material.

CLIL worksheets on the teacher's website provide interactive follow-up activities to the *CLIL* lesson in the *Student Book*, to make sure students understand the topic and can practice talking about it in English with their friends.

Stories

The course is presented by a group of fun, friendly characters who accompany your students through their lessons.

There is a lively cartoon story in every unit, featuring a funny new adventure for the course characters.

The stories are an important motivational part of the course. They're bright and lively and give students a chance to practice English with confidence while having lots of fun.

Students can listen to the stories while they read with the fun sound effects that bring the stories to life on the *Class Audio CDs*. There are also dynamic animated versions of the stories for levels 1–3. These can be used for review, for consolidation, or simply for entertainment in class or at home!

Students will enjoy acting out the stories and bringing them to life themselves in the classroom.

Songs

Each unit has a catchy new song for students to sing and enjoy. The songs are modern and lively and will appeal to 21st century students whose taste in music is increasingly sophisticated.

There are colorful animated versions of the songs, too. These animations bring the songs to life and encourage the students to sing along. All the songs have fun actions to get them up and moving and excited about learning English.

Songs are a great way of reinforcing language, and students will love to sing them and do the actions. They will be developing their confidence and fluency while having lots of fun.

The actions are illustrated for your reference in the back of the *Teacher's Book* and there are ideas for using the songs in the classroom in the teacher's notes.

Supported writing

Writing in ***Shine On!*** is fully supported and always practiced through fun and engaging activities. Students are introduced to independent writing gradually throughout the course, building up from letter and word level in the lower levels to supported text production by the end of Level 6.

As the levels progress, students are encouraged to write more, but always in a fun, motivating context with plenty of support.

Levels 4–6 provide students with the opportunity to write a variety of text types, giving them plenty of chances to express their ideas. Developing writing in this way forms a good foundation for more challenging material that they will encounter in high school.

Evaluation

With fun artwork and clear mixed-ability support, ***Shine On!*** tests are another positive, motivating part of students' learning. The tests are provided at two levels for use in mixed-ability classes. Students can feel good about testing because the tests at two levels allow every student to take a test that is suitable to their own learning stage.

Shine On! tests allow you to evaluate the students' overall progress, but also help them to see how much they have learned. The tests follow the ***Shine On!*** controlled reading and writing progression, so that students are always being tested at the appropriate level, and the level of challenge progresses appropriately through the year.

All the unit and end-of-year tests are also supplied at two levels. The yellow tests are for students who are achieving at the expected level for their age and class. The blue tests have been pitched at a slightly lower level for students who are not yet at the required level. The *Teacher's Resource CD-ROM* contains full answer keys as well as notes and guidance for administering the tests.

Levels 1 to 3 context and characters

Lucy and Jack are friends and neighbors who are accompanied on their adventures by Megabyte, Lucy's pet robotic dog. Megabyte was invented and created by Lucy's Uncle Alex, who is a very clever scientist. At the beginning of Level 1, we see Lucy and Jack meet for the first time and then they meet Megabyte. In each unit story in levels 1–3, the children have a fresh adventure, meet new friends and learn something new. In levels 2 and 3 they make new friends who have moved into their neighborhood called Ellie and Sam.

Megabyte guides Lucy, Jack, and the children using ***Shine On!*** in their learning. He presents new vocabulary and is the main protagonist in the unit stories, where he is often involved in comic mishaps. Each unit has a different theme, which is explored in the story and consolidated in the real-world context of the *CLIL* lesson.

Lucy, Jack, and their friends are a diverse and creative group who reflect the diverse interests and skills of real children, so there is something for every student to relate to and join in with.

Listening and speaking

Every level of ***Shine On!*** is fully supported with audio material on *Class Audio CDs* and in the *Oxford CPT* (*Classroom Presentation Tool*) package. Listening is a key part of the course for language presentation and for students' confidence with the spoken language.

The creative craft projects allow an opportunity for speaking practice in a fun, communicative context. Bright, attractive craft projects can be used as classroom displays, or kept as part of a portfolio of students' achievements.

Reading and writing

Reading and writing expectations build up gradually throughout the course, allowing students to advance at a pace that matches their abilities and confidence.

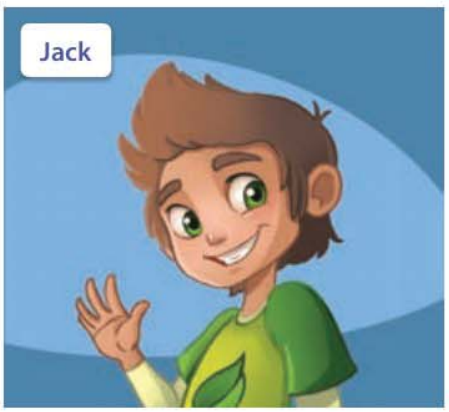
As the course progresses, students will be exposed to a range of exciting text types and stories suitable to their age and interests. Independent reading increases gradually throughout the levels and is always supported by vocabulary preparation, audio support and bright, colorful artwork, and photographs.

The unit stories are fun cartoon stories with friendly, familiar characters whose adventures students will follow throughout the year.

The *CLIL* lessons allow for a more factual style of reading text, bringing other interesting areas of the curriculum into the English classroom, and allow students to draw on their existing knowledge.

In Levels 4–6, the flexible and motivating context of the story setting allows for a wide variety of interesting text types to be explored and enjoyed.

Students also start to build towards more independent writing, as a foundation for tasks they will encounter in high school. Development is still carefully staged and controlled however, so that students will feel supported and confident, as well as challenged to improve.



Component overview

Student Book & Extra Practice

- A Starter Unit with the first episode of the cartoon story, introducing the level characters and bringing students into their world.
- Eight themed units to present and practice the core syllabus, including stories, songs, and cross-curricular content.
- Two *Extra Practice* pages to extend the main unit content.
- Four *Culture* topics
- Two *Holidays* lessons with songs and a craft
- Classroom language reference
- Picture Dictionary

Workbook

- 64 pages of fun practice material
- Consolidation of your students' grammatical understanding
- Constant recycling of vocabulary throughout
- Regular review sections
- *Holidays* and *Culture* pages

Teacher's Book

- Introduction with overview of the course and methodology
- Tour of a unit
- *How to* … section with support notes for managing the English class
- *SEN* section with practical tips and ideas for creating an inclusive classroom
- Tips for using *Graded Readers*
- Ideas Bank with suggestions for flashcard games and optional activities
- Carefully staged procedural notes with additional activities and mixed-ability notes
- Audio transcripts
- Reproduced *Student Book* pages with full answer keys
- Illustrated actions for the ***Shine On!*** song
- Wordlist
- Photocopiable self-evaluation tables for each unit

Class Audio CDs

- Recordings for all listening activities, stories, songs, and tests
- Audio support for all new language

Teacher's Resource Pack

Megabyte Puppet

Flashcards

- Flashcard for each new vocabulary item

Storycards – Level 1 only

- Each story is presented on a series of storycards.
- Each card contains questions for the teacher to engage students with the story artwork.
- Full audio transcript on the reverse

Posters

The Alphabet, Numbers, Colors, My Body

Digital Resources

Shine On! Student Website

www.oup.com/elt/shineon

- ***Shine On!*** Online Play games for practicing the language learned in class
- Class Audio files
- Interactive Picture Dictionary
- Song animations
- Story animations (levels 1–3)
- Downloadable activities to do at home
- Section for parents

Oxford Classroom Presentation Tool (CPT)

Presentation and practice material for interactive whiteboards and projectors. Including:

- Song animations
- Story animations
- Class audio

Teacher's Resource CD-ROM

- Tests at two levels for each unit with teacher's notes, answer keys, and audio
- *Worksheets for Student Book* lessons
  - *Vocabulary and Grammar worksheets* at three levels: *Reinforcement*, *Practice*, and *Extension*
  - *Story worksheets*
  - *CLIL worksheets* to follow up cross-curricular lessons
  - *Craft worksheets* for Student Book craft projects

Shine On! Teacher's Website

www.oup.com/elt/teacher/shineon

- Syllabus planning documents
- *Classroom language* support with audio
- Teacher training videos

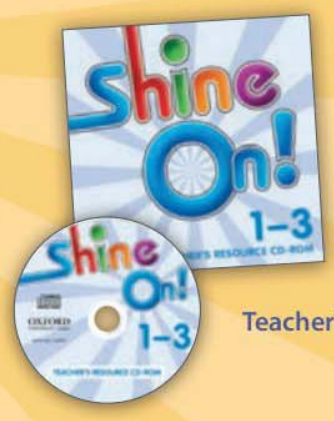
Shine On! Levels 4–6

- *Student Book & Extra Practice*
  - Eight units
  - Four *Culture* lessons
  - Two *Holidays* lessons
  - Two *Extra Practice* pages per unit
  - Wordlist
  - A grammar reference
  - Classroom language reference
  - *Our Values* page
  - Mystery code page
- *Teacher's Resource Pack*
  - Flashcards
  - Nine posters: one map of English-speaking countries and eight *CLIL* posters
- Teacher's Book with Class Audio
- Classroom Presentation Tool (CPT) with song animations
- Student website
- Teacher's website

Digital Resources

Oxford Classroom Presentation Tool (CPT)

Student Website



Teacher's Resource CD-ROM

Tour of a unit

Lesson 1

Each unit opens with a bright, colorful artwork that presents the main vocabulary set and sets up the unit theme. New vocabulary is shown in the dynamic context of an artwork scene that has been projected from Megabyte's collar (Units 1 to 8). The style of artwork changes in each unit, to keep each unit opener fresh and engaging, and grab students' attention.

Six new words. New vocabulary presentation with clear audio support.

Sticker activity for students to engage with the new vocabulary.

A chant gets students to practice the new vocabulary in a fun and lively way.

Students listen and find the items in the artwork scene.

In each unit, Lucy or Jack show an item of vocabulary from a previous unit that students have to find in the main illustration.

Student Book

- *Lesson 1* presents the first vocabulary set. *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson using the Megabyte puppet, featuring flashcard presentation and practice games.
- Language presentation is thoroughly supported with audio on the *CPT* or on the *Class Audio CDs*.
- Different learning styles are catered for through a variety of activity types.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners, including mixed-ability and *SEN*.

Extra

- Vocabulary worksheets for additional practice of the new vocabulary are available at three levels of difficulty.

Lesson 2

The characters Jack and Lucy present the grammar structure for the unit and students are able to practice the new structure in the context of a song. There is a personalization activity so students have the chance to express the new vocabulary for themselves.

Jack and Lucy present the new grammar with audio support.

A practice activity with attractive illustrations.

Each unit has a catchy unit song in a modern pop music style. Students will enjoy singing along, while building confidence and fluency. Fun animations are also available.

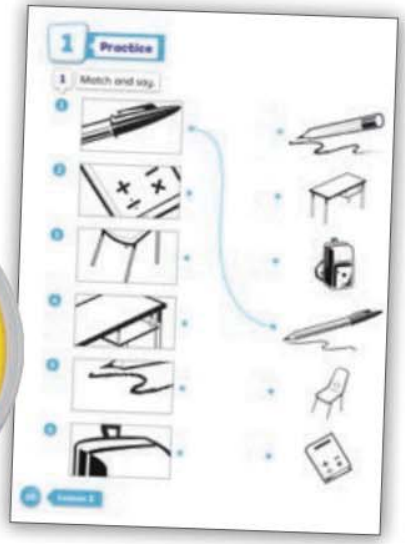
1 Lesson 2
1 Listen and point. Say.
Learn with Lucy and Jack
2 Listen and circle. Say.
3 Sing. Watch!
Song!
4 Draw your favorite school object in the backpack.
What is it? It's a book.
Song lyrics Page 102
Practice Page 86
9

A craft activity allows students to express themselves creatively while thinking about the new language learned.

Student Book

- The new grammar structure presentation is supported with audio either on the *CPT* or *Class Audio CDs*.
- The new grammar structure is practiced with review vocabulary from *Lesson 1*. Regular recycling of known language consolidates students' learning and boosts their confidence.
- The unit songs feature the grammar and vocabulary and consolidate the new language. The *Teacher's Book* has suggestions for song actions.
- The songs are also a great way to end lessons throughout the course.
- See the *How to …* section on page 26 for lots of ideas about using songs in the classroom.
- Students learn the grammar in the familiar setting of Jack and Lucy's world, but always have opportunities to personalize and link it to their own experience in the craft activity. The craft templates are available on the *Teacher's Resource CD-ROM*.
- See the *How to …* section on page 26 for ideas about how to manage craft activities.

Follow-up practice activity in the Extra Practice section.



Lesson 2 Extra Practice

Extra

- *Extra Practice* page provides controlled practice of the vocabulary and grammar inputs for each unit.
- Songs animations are on the *CPT* and also on the student's website.

Lesson 3

Students read and listen to the story, which features the new vocabulary for the lesson.

The story features Jack, Lucy, and Megabyte who have adventures and mishaps at home and in their community. The story is supported by fun audio recordings with sound effects, and lively acting.

The new vocabulary is clearly presented with illustrations and audio. The students can look back at the story and use the context to support their understanding.

A fun, interactive activity allows students to practice the new vocabulary through a puzzle activity.

Students watch the story animation or listen to the recording.

Students bring the story to life by acting it out!

Student Book

Everyday English phrases are pulled out of the story and supported on the audio for students to practice.

- The story is supported with a recording on the *Class Audio CDs*.
- Students are exposed to examples of the new vocabulary in the clear context of the story, then they go on to study and practice the form.
- Students are encouraged to act the story out, providing a fun activity for all students regardless of their level of language competence.
- The *Everyday English* phrases are first seen in the context of the story. Students have the opportunity to participate in short dialogue to practice this useful language.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups, including mixed ability and *SEN*.

Extra

- *Story worksheets* allow students to engage with the characters and get the most out of the stories.
- *Vocabulary and Grammar worksheet* provides practice of the new vocabulary together with the unit grammar topic at three levels.

Extra Practice page provides controlled practice of the second vocabulary and grammar set.

Lesson 3 Extra Practice

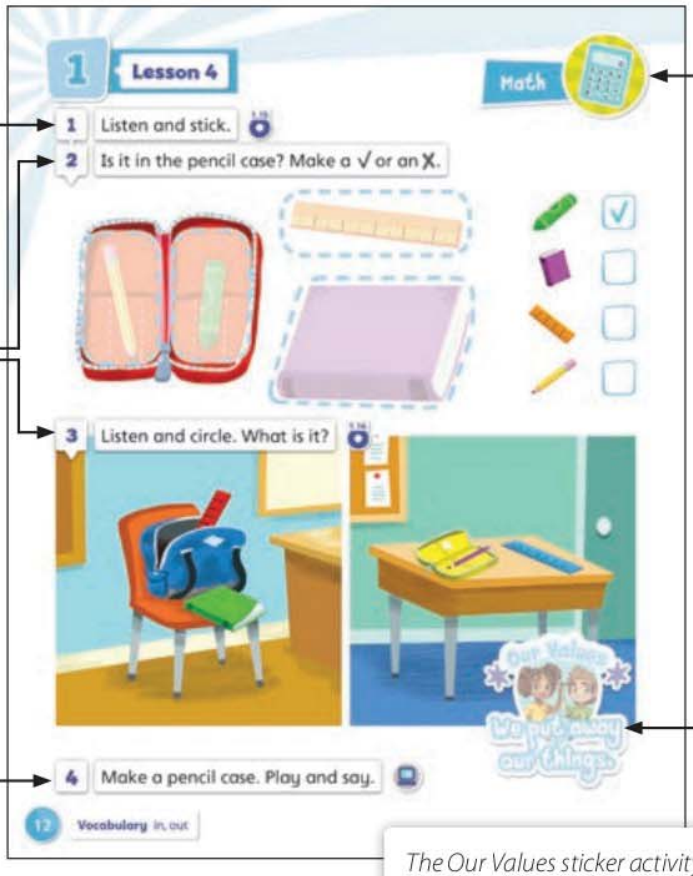
Lesson 4

The *CLIL* lesson links in with the unit theme, and brings a fascinating real-world dimension to the topic. Values are presented by Jack and Lucy, so that they are friendly and supportive – the students and characters learn and develop together. The *Our Values* activity can appear in a different lesson in each unit and picks up on important themes of citizenship, consideration for others, and also personal development and self-confidence.

CLIL topic is introduced through a hands-on sticker activity.

Interactive activities to check comprehension of the CLIL concept.

Creative craft activities on the worksheets will get students talking in English.


1 Lesson 4
Math
1 Listen and stick.
2 Is it in the pencil case? Make a ✓ or an ✗.
3 Listen and circle. What is it?
4 Make a pencil case. Play and say.
12 Vocabulary in, out

CLIL topics are chosen from a range of subjects and cover interesting level-appropriate themes from across the elementary curriculum.

The Our Values sticker activity encourages students to engage with the value in order to earn the sticker.

Student Book

- The *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- Controlled new vocabulary input is clearly supported with artwork and through a sticker activity.
- The *CLIL* activity is supported through audio on the *CPT* or the *Class Audio CDs*.
- The fun worksheet provides a supported follow-up activity that allows students to demonstrate their understanding of the *CLIL* concept and use unit and review language to express or explore it.
- The values syllabus is supported by procedural notes in the *Teacher's Book* lesson notes, helping students to discuss and respond to the ideas and relate them to their own lives.
- The *Teacher's Book* lesson notes provide alternative procedure and differentiated tasks to accommodate different groups of learners, including mixed ability and *SEN*.

Lesson 4 Worksheet

Extra

- *CLIL worksheets* provide a structured follow-up activity to the *Student Book* lesson, consolidating the *CLIL* concept and building up to a productive outcome.

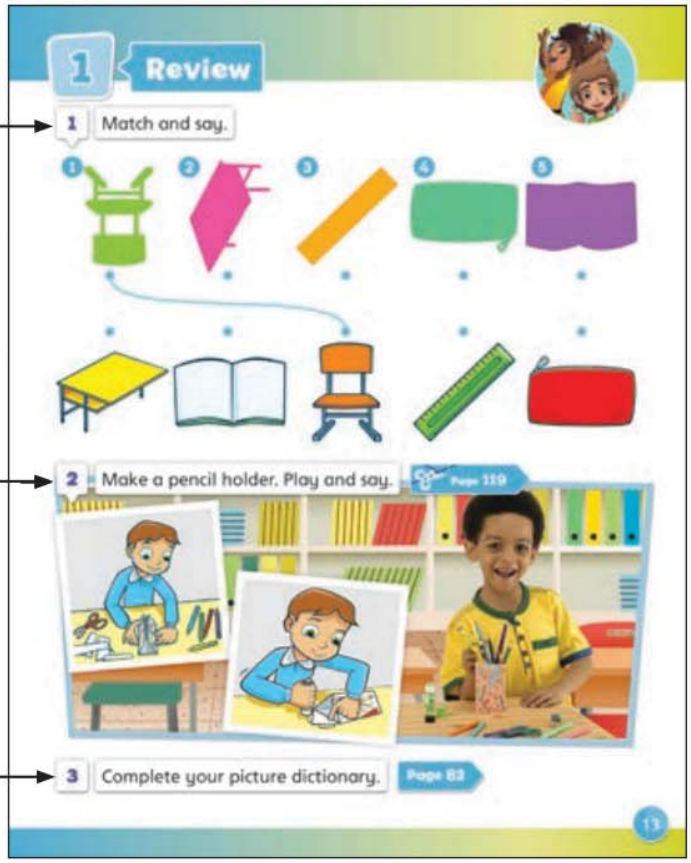
Review

Each unit ends with a review lesson, giving students the opportunity to bring together the vocabulary and grammar points they have learned in a series of engaging activities.

Vocabulary revision activity prompts students to remember the new words through a variety of fun activity types that keep students engaged and motivated.

Fun, original craft activities give students a chance to make an attractive, creative project, and then play a game with their friends. They can also take the craft home to show their parents.

Students complete their picture dictionary to show they have learned the new vocabulary for the unit.



Picture Dictionary

Student Book

- The *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review and practice games.
- The craft activity leads to a game to promote oral practice of the language learned. The craft templates are available on the *Teacher's Resource CD-ROM*.
- Completion of the Picture Dictionary provides students with the opportunity to acknowledge the new language learned in the course of the unit.
- The *Teacher's Book* lesson notes provide alternative procedures and differentiated tasks to accommodate different groups of learners.

Extra

- *Unit Tests* available on the *Teacher's Resource CD-ROM* at two levels for mixed-ability classes.

Culture

After every two units there is a bright, colorful culture spread presenting an aspect of US culture and life.

New vocabulary presentation supported by audio and photos.

Attractive photos to help students connect to the topic.

Comprehension activities to check students' understanding.

Attractive, fun craft projects promote creativity.

Student Book

- The *Teacher's Book* lesson notes provide ideas for an interactive lead-in to the lesson, featuring vocabulary review activities and fun warmers and fillers.
- All texts are supported by audio and bright, attractive photos.
- Culture notes in the *Teacher's Book* provide further information about the topic in the lesson.
- The project work is supported in the *Teacher's Book* with procedural notes and guidance.

Holidays

Each level has two *Holidays* lessons to use through the year.

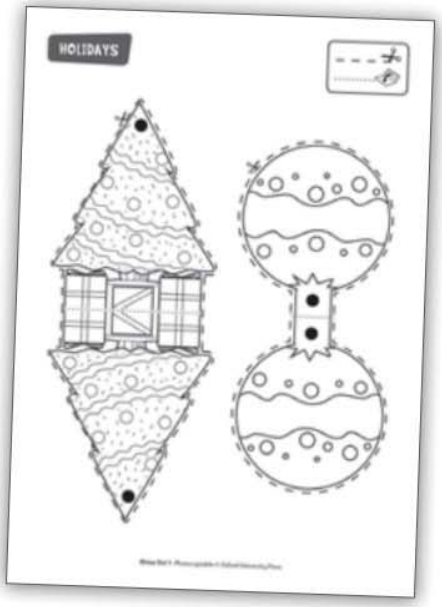
New vocabulary presentation supported by audio and photos.

Puzzles and games for a great holiday lesson.

Traditional songs and poems for students to sing and chant.

Attractive photos to help students connect to the topic.

Creative craft projects to take home and share with the family.



Holidays Worksheet

Student Book

- All *Holidays* lessons are supported by audio and bright, attractive photos.
- The project work is supported in the *Teacher's Book* with notes.
- The craft templates are available on the *Teacher's Resource CD-ROM*.

Digital components

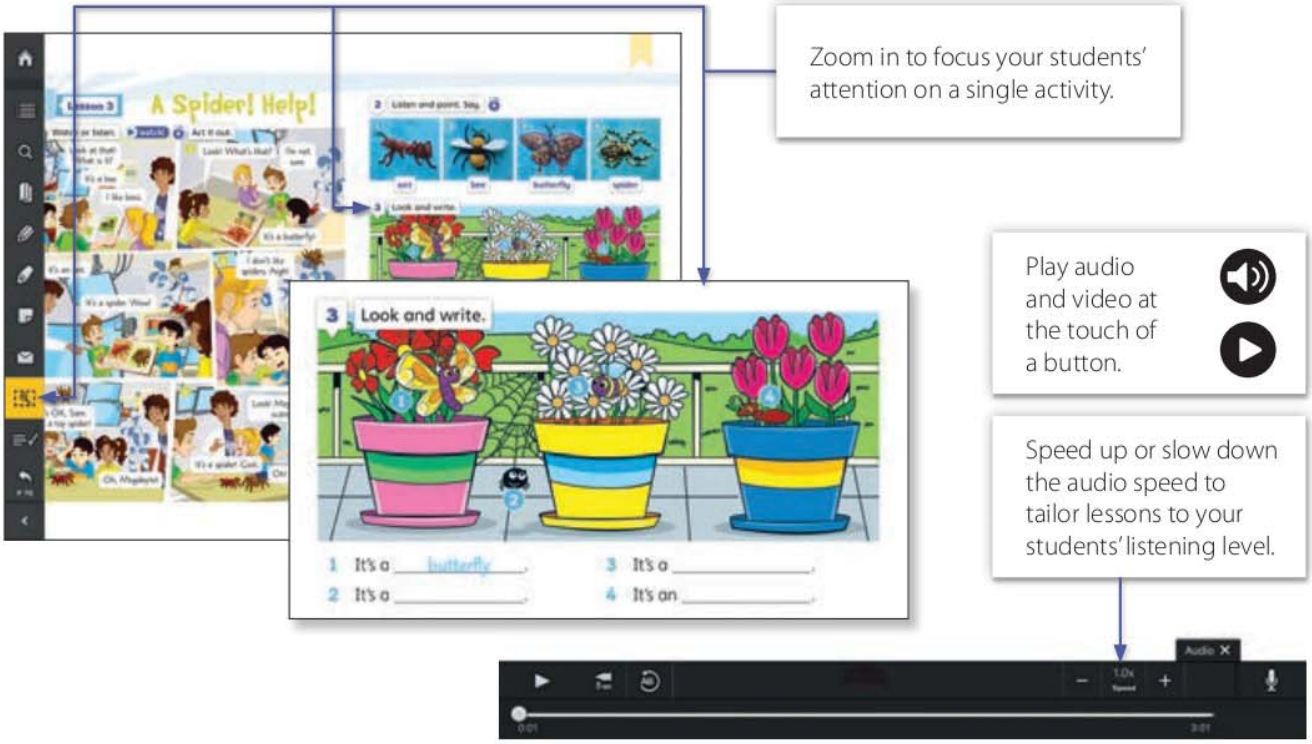
Shine On! Classroom Presentation Tool

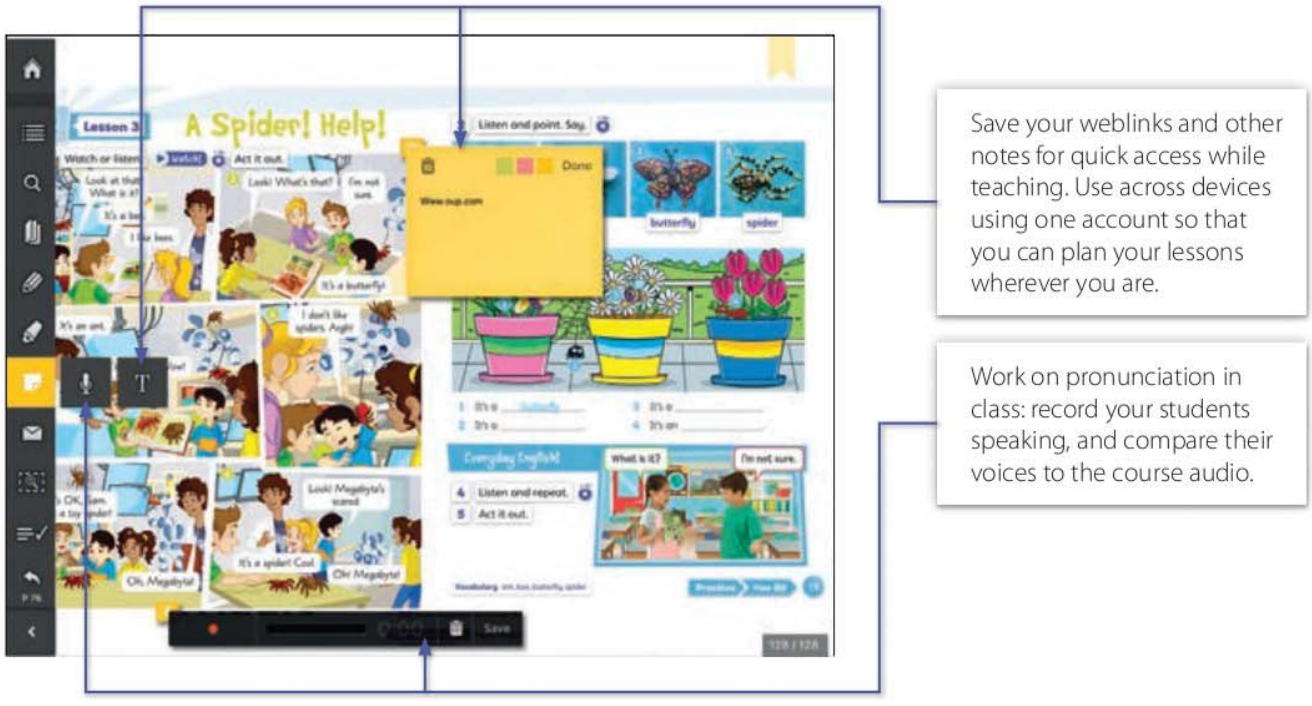
Deliver heads-up lessons with the Classroom Presentation Tool.

Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button. Highlight and zoom can be used to focus students' attention. These easy-to-use tools mean lessons run smoothly.

Take your Classroom Presentation Tool with you, and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.


Zoom in to focus your students' attention on a single activity.
Play audio and video at the touch of a button.
Speed up or slow down the audio speed to tailor lessons to your students' listening level.
3 Look and write.
1 It's a butterfly.
2 It's a _____.
3 It's a _____.
4 It's an _____.
Audio


Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.
Work on pronunciation in class: record your students speaking, and compare their voices to the course audio.
Lesson 3
A Spider! Help!
Done
Save

Websites

For the Teacher

Shine On! teacher's website

www.oup.com/elt/teacher/shineon

The teacher's website contains everything you need to prepare your lessons:

- *Worksheets* for *Student Book* lessons
- Syllabus planning documents
- *Classroom language* support with audio
- Teacher training videos

For the Student

Shine On! student's website

www.oup.com/elt/shineon

The student's website allows students to practice English in a fun and inclusive environment. They will enjoy accessing the material in class or at home with their parents.

The student's website contains:

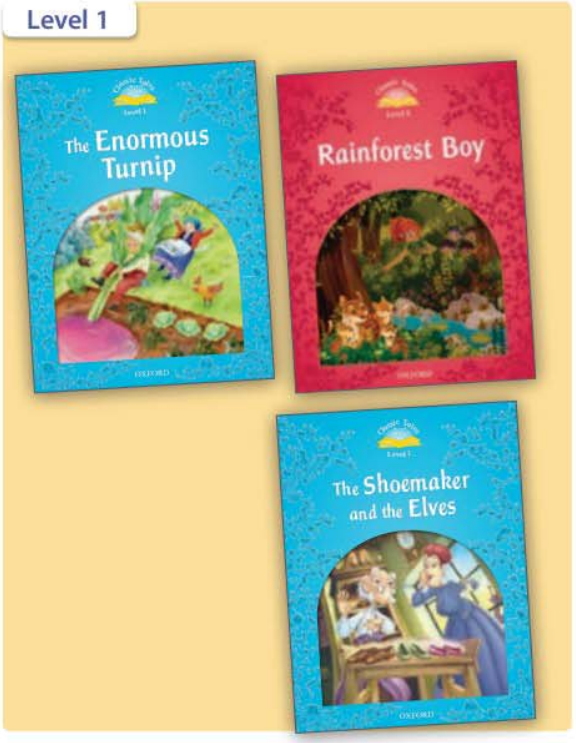
- ***Shine On!*** *Online Play* games for practicing the language learned in class.
- *Class Audio CDs* files.
- Interactive *Picture Dictionary*
- Song animations
- Story animations (Levels 1–3)
- Downloadable activities to do at home, e.g. greeting cards, door hangers
- Section for parents

Using Graded Readers with *Shine On!*

Using *Graded Readers* in the Elementary Classroom is an effective way to engage students of all abilities and learning needs. By motivating students to read for pleasure in your English class, you give them the opportunity to learn without the fear of failure. Each student can choose a reader they are interested in and at a level that is appropriate for them. *Graded Readers* are available at a number of different levels and across a broad range of topics, both fiction and non-fiction, so each student will be able to find a book suitable for them.

Classic Tales

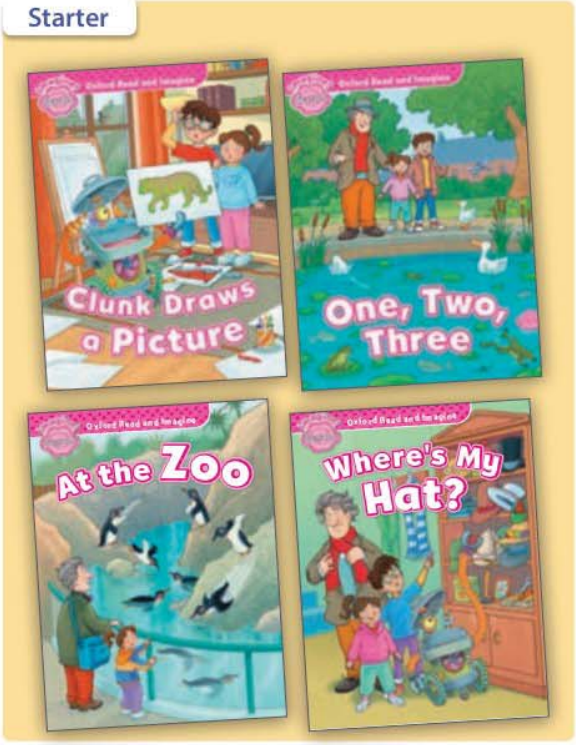
Level 1



Level 2

Oxford Read and Imagine

Starter



Beginner

Oxford Read and Discover and CLIL

Oxford Read and Discover provides support for *CLIL* lessons that can be thematically linked to the *Student Book CLIL* lessons or other cross-curricular subjects. Each book contains photos to spark students' interest in the topic and bring the subject matter to life. In addition, there are interesting diagrams, maps, and charts, which encourage critical thinking and support new *CLIL* vocabulary.

Each *Oxford Read and Discover* book contains:

- Audio with the text read in both British and American English
- Language reinforcement activities
- Activities for developing critical thinking skills
- A project activity to complete in class

For a full list of the *Oxford Read and Discover* titles, please visit: www.oup.com/elt

Geography

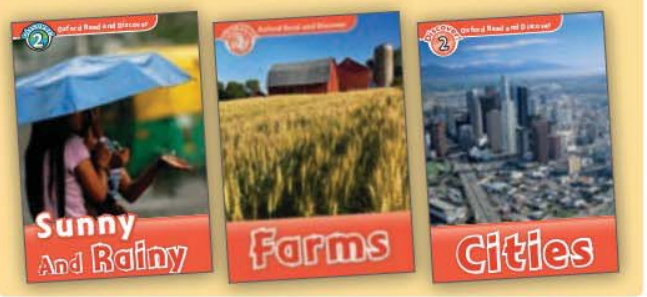
Level 1

Art

Level 1

Geography

Level 2

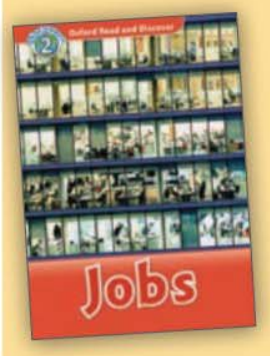


Science

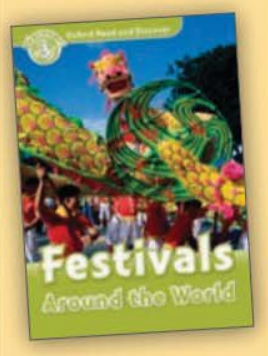
Level 1

Social Science

Level 2

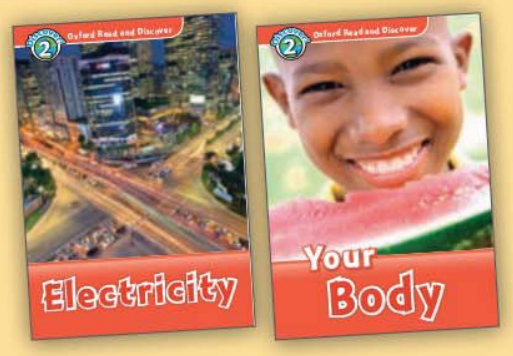


Level 3

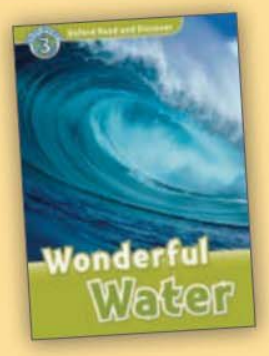


Science

Level 2



Level 3



Professional Development

A range of professional development titles to accompany ***Shine On!***

Into the Classroom

Short, practical guides to understanding and implementing new developments in teaching. Each guide focuses on a new development in teaching with ideas to help you introduce it into your classroom.

OXFORD TEACHERS' ACADEMY

Teaching English to young learners

Online professional development

Who is it for?

Teaching English to Young Learners is a course suitable for teachers with an initial teaching qualification and some teaching experience. Non-native speakers are recommended to have a minimum B2 level on the CEFR.

The course aims to enhance the knowledge and skills needed to teach English to young learners. It takes approximately 30 hours to complete and includes input on key concepts and approaches, video, animation and audio clips, discussions, practical tasks, opportunities for reflection, suggestions for further study, and ideas to try out in the classroom.

Session topics and aims

Session 1: How children learn

- To review key learning theories and their application.
- To compare how children of different ages learn.
- To analyse classroom activities and lesson plans in relation to the theories and principles covered in the session.

Session 2: Learning to learn: 21st Century Skills

- To examine the skills children need to be able to learn effectively.
- To identify what the key 21st Century Skills are.
- To explore tools and activities that prepare children for lifelong learning in the 21st century.

Session 3: Classroom management

- To explore ways of managing interaction in the classroom.
- To examine strategies and practical ideas for working with large or mixed-ability classes.
- To identify ways of using the learners' first language (L1) as a resource.

Session 4: Developing listening and speaking skills

- To explore the principles of teaching and learning listening and speaking skills.
- To analyse the sub-skills involved in listening and speaking.
- To evaluate a range of activities, including storytelling, for teaching listening and speaking.

Session 5: Literacy

- To examine the nature and use of literacy in the 21st century.
- To explore how literacy can be taught to younger and older young learners.
- To evaluate a range of practical activities and assess their suitability in helping children to become literate.

Session 6: Grammar and vocabulary

- To review current theories on teaching and learning grammar and vocabulary.
- To identify the aims of a range of grammar and vocabulary activities.
- To examine a range of practical activities and assess their suitability for young learners.

Session 7: Resources evaluation and lesson planning

- To evaluate the suitability of different resources in a specific teaching context.
- To examine the benefits of good practice in lesson planning.
- To consider the range of resources available for a 'teacher's toolbox'.

Session 8: Feedback, evaluation, and assessment

- To examine the importance of assessment in learning.
- To compare different assessment methods.
- To understand how to use appropriate classroom assessment tasks.

Course characteristics

Completion certified by *Oxford University Department for Continuing Education*
Developed by Oxford University Press
12-month access to learning materials
30 hours
Mapped onto EAQUALS Framework for Language Teacher Training and Development
Communication, chats, and discussions
Study at your chosen pace, time, and place
Self-study or in a class with a moderator
Online professional development

Inspiration *online* today.

Ideas for class tomorrow.

www.oup.com/elt/oxfordteachersacademy

How to ...

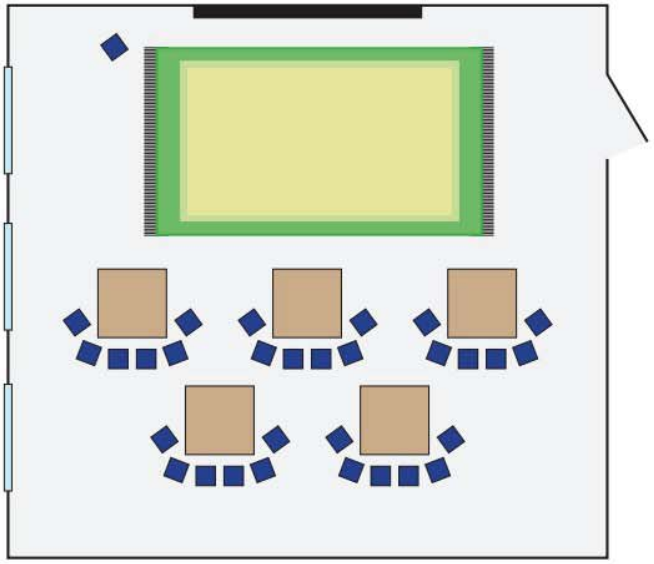
Teaching young learners English is an incredibly rewarding job. Their youth means they are open to learning and able to learn language at a much quicker rate than older students. Their transformation into English speakers is clear from lesson to lesson, and year to year. In order to engage your class, help them learn effectively and get the most out of your English lessons with ***Shine On!,*** you might like to incorporate some of the following ideas.

1 Managing your classroom

Organization is key to a free-flowing lesson and well-managed classroom. The following ideas will help you to create a fun, positive and focused learning environment for your students. You will be able to prepare for the class and manage your young learners during it.

1.1 How to organize my classroom and furniture

Consider how you will organize the physical space in your classroom:



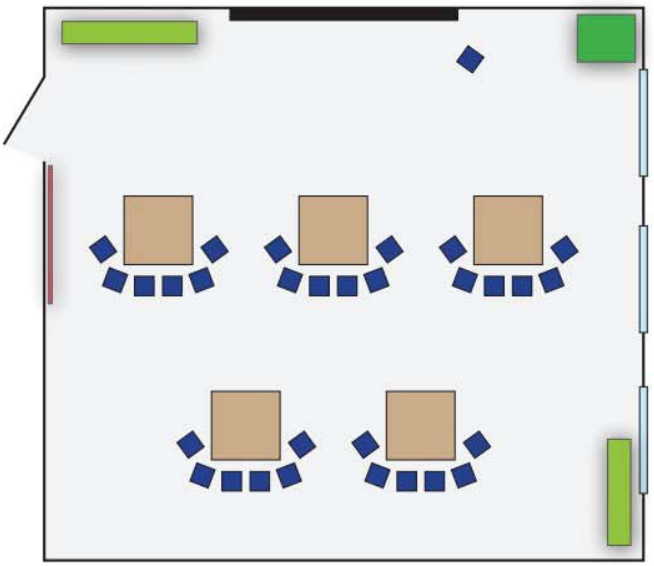
- Young learners work best in pairs and groups. They should be seated at tables where their materials, such as pencils, colored pens, books, paper, paints, etc. can be spread out and reached easily by all the students. If possible, seat the class in groups of four to six students.
- Make sure every student can see the board and that there is space for you to walk around the room between desks and chairs.
- Provide a space where students can sit at the front of the class by the board for activities such as *Flashcard* games and story time.

Think about where you will stand or sit when you do activities:

- Stand directly in the center at the front of the class when you want to focus students' attention on you: to stop, start or explain an activity. This also works well if students start to lose focus on an activity.
- Use the board to set up and explain activities, and stand to the left or right of it when you are showing students what you want them to do. Make sure you don't obscure the board for any of them.
- Walk around the class and kneel next to students to help them when they are completing a task. They will feel more relaxed and able to respond to you from this position rather than you standing above them.
- Sit down when you read stories, so students feel they are on an equal level with you.

If you have a class with a lot of students, but you don't have much space and you aren't able to move the furniture in your classroom, try to make the most of the space you have.

Classroom organization



- Ensure students are seated looking at the board for all presentations, stories, and games.
- Ask students to work with the person next to them, sharing colored pens, paper, etc. to enable collaboration.
- Get students to stand at their desks to sing songs, do craft activities, or play vocabulary games with *Flashcards*.
- Provide activities that allow students to stand up, push their chairs in and move around the edges of the room, to make the most of their natural desire to move.

1.2 How to prepare a seating plan

Once you have considered how you will set up your room, think about who will sit where:

- If you know very little about your new class, look at the name list and draw a seating plan making sure you have a mixture of girls and boys seated together, i.e. two boys, two girls, two boys, two girls, etc.
- If you know more about the students, consider who will work well together, who are stronger and more independent, who are more lively, which students may have special educational needs, and which students are shy and reserved. Draw up a seating plan considering these details and tell the students where they will sit. See how it goes for a couple of weeks, and if it isn't working, change it. You are the teacher after all!
- Make sure each group of students you place together has a mixed ability. Put a couple of stronger and weaker students together at the same table. Place a lively student with them, so he/she can be encouraged to work by seeing his/her hardworking peers do well.
- Seat students with special educational needs at the front of the class where you are able to interact with them quickly and one-on-one when they need you. Make sure they are also seated with stronger and weaker students, so they are able to interact with a range of levels.

1.3 How to establish routines

Young learners love the security of a routine. They enjoy repetition and work well in a structured environment. Many routines will give students the opportunity to interact in English, e.g. using classroom language. By putting a few basic routines in place, you will have an easier time managing your class and you will create a more effective learning environment. Once students know the lesson routines, they will understand what is expected of them in class and will be encouraged to use language in a natural and meaningful way.

- When students arrive outside your classroom, ask them to *Line up, please* before they come in to class. Say *Put your bags away,* either on hooks or on the backs of their chairs, so they are out of the way and won't impede movement in classroom activities.
- Say *Sit down (at the front / at your desks). Thank you.* And ask *Who's sitting nicely?* to encourage students to sit up straight with their arms folded.
- Take the register and encourage students to greet you, e.g. *Good morning, Mrs Samuels*.
- Ask students to raise their hands when they want to ask or answer a question in class.
- Have routines throughout the lesson for each stage and activity. For example, to get students to sit at the front for story time, say *It's story time! Stand up, push your chairs in. Sit at the front, please.* Use hand gestures as you say these sentences, e.g. two hands moving up as you say *Stand up*. Two hands pushing an imaginary chair as you say *Push your chairs in*, and point to the front as you say *Sit at the front, please.*
- To set up a *Student Book* activity, show students what they need to do before they open their books. This will keep them focused on you and the board and not on playing with their pencils and books.
- When you want students to focus on their books, say *Take out your books*, and hold up your *Student Book* to help them understand. Say *Open your book to page 4*, showing students the correct page and checking they are all on it to do the activity.
- When an activity ends and you want to move on to something else, or when you want to get students' attention, say a chant, clap a rhythm or count down from five to one. You could silently mime an action and encourage students to silently copy you. Keep going until everyone in the room has joined in and is focused back on you. Set this routine up so students are challenged not to be the last one to join in.
- When the classroom gets noisy, lower your voice rather than raise it. Students will have to be quiet to hear what you are saying.
- Create a place to store art materials so students know where to collect them from and where to return them to. Encourage students to ask for materials politely when they need them, for example, *Paper, please? OK. Thank you.* and to pack away and tidy up after they have used materials.
- Encourage students to place their homework in the same place on your desk or at the front of the class each lesson.

1.4 How to reward the class and give them praise

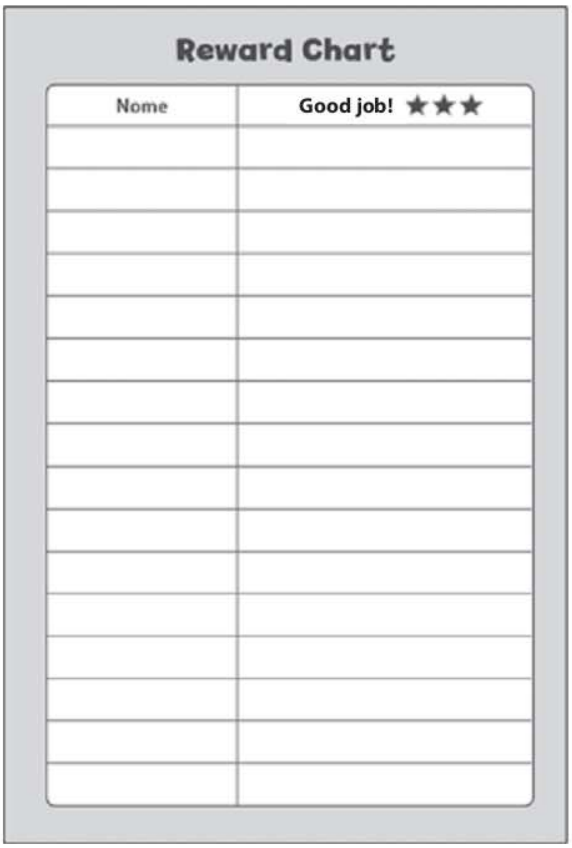
Students respond brilliantly to praise, and it can really build their self-confidence. They are incredibly eager to please and do well at this young age, so it's a good idea to use it to your advantage.

- When students use English in class, no matter how little or well, praise them. Use a range of positive words and expressions so they quickly learn and understand, for example, *Good job, Anna! Excellent! Amazing! That's brilliant, Carlo!* Accompany these with appropriate gestures such as clapping your hands, a smiley face or, that young learner favorite, a high five! When students see others receiving praise, they will be encouraged to do the same.
- Let students know what you are praising them for, for example, *Good job, Olivia. You finished your picture.* or *That's wonderful, Natalie. You put away your things.*

A **reward system** is a great way of using positive praise to encourage good behavior in the classroom. It helps manage a class of young learners who are naturally competitive.

- If you see your students a few times a week, try a reward chart. Write the students' names in a list, either on an IWB flipchart, on a projector film, or a large piece of paper that you can place on the wall or bring to class each lesson.
- Tell students they will be awarded stars for things they do well. The stars can simply be drawn on with a board marker.

- Establish what students will get stars for: for example, listening to the teacher, following class routines and instructions, working well with their peers, doing their work well, helping the teacher, and showing that they have understood and can use the values they have learned in class.



- When a student, or various students, get ten stars, reward them by giving them a high five and saying *You're the winner.* Then let them stand at the front of the line when they leave class that day, or choose a song to sing, a story to read in the next lesson, or let them have the first turn at using the Megabyte puppet.
- Try to allocate stars fairly, so no one becomes disheartened and students see that reaching ten stars is achievable. Keep a record of who has won ten stars to make sure all of the students reach this milestone and win a prize. Try to time the stars so that they reach them at the end of the week, two weeks, month or term, whichever you feel works best for the class. Start the process again.
- If you see your class only once a week and want to give more immediate praise, simplify the reward chart. For example, tell students their goal is to win five stars by the end of the lesson. Choose achievable targets for them to get stars. For example, saying *Good morning / Good afternoon* when you take the register or sitting up nicely.

Use the *Our Values* stickers and set up a **Values routine**:

- Read the values statement in English and make sure students understand. Give students an example of the value, e.g. *We are friendly.* and explain what it means and why it is important. Use examples from the unit story and your classroom interactions or activities.
- Involve and encourage students to share their ideas about what the value means and how they can apply it or have applied it, both in the classroom and at home.
- Practice and act out situations where students might use these values, e.g. *We take care.* Use the Megabyte puppet, finger puppets or students to model situations.
- Set the class a goal around the specific value. Tell them you'd like them to remember to, e.g. put away their things at the end of each lesson during this week/month.
- At the beginning of the next class, remind students of the value and ask them if they have been friendly / put away their things, etc.
- Incorporate the values into your reward system.

2 Keeping young learners engaged

Keeping young learners engaged in the lesson means creating an active, meaningful, and well-paced lesson. Students of this age are naturally very physical. They are primarily kinaesthetic (learn by doing) and visual (learn by seeing) learners who need to physically interact with each other and the lesson in order to be engaged and motivated.

2.1 How to calm my class down or wake them up

- ***Shine On!*** provides varied resources to keep young learners engaged and each lesson provides active warmer and finisher activities from the Ideas Bank (see Teacher's Book p140). When you want to motivate, reenergize, or calm and quieten your class, try the following:

How to calm my class down:

- Remove distractors when you're giving instructions. Make sure students' desks are clear of pencils and books when you explain how to do an activity or talk to the class.
- Don't give out art materials for a craft activity until you have shown a model and explained what they need to do.
- Play calm music when students are coloring or making crafts.
- Talk in a calm voice and try not to shout. The louder you get, the louder the students will get. To regain their focus when they are being noisy, raise your hand and ask the rest of the class to copy you silently. The quieter, more focused students will copy you. Once the whole class are raising their hands silently, put down your hand and say *You're too loud. Be quiet, please.*
- Move students and seat them at the front of the class to use the puppets or read a story.
- Do a simple picture dictation. Ask students to listen to your instructions and draw and color a picture. You could practice body parts and colors, or any other vocabulary students know.

How to wake my class up:

- Get students standing up and sing a song or a chant. Play with the pace and sing faster or slower so students really wake up.
- Ask students to stand up, sit down, or clap their hands when they hear a word you've chosen in a story or song.
- If you are teaching your class vocabulary, and they lose focus, place flashcards around the room, and ask the students to walk to the word you say.
- Seat the students at the front of the class when you present new vocabulary and place the flashcards on the board. Ask pairs of students to stand in front of the board and touch, or hit, the correct card when you call it out.
- Use the Megabyte puppet or the finger puppets to move the focus away from you, the teacher.

2.2 How to use puppets

Levels 1–3 of ***Shine On!*** are accompanied by a lovely cuddly Megabyte puppet. Level 1 also comes with finger puppets for each of the characters, Lucy, Jack, Uncle Alex, and Megabyte. Using puppets creates a fun, non-judgemental, interactive and creative language learning environment. It also takes the focus away from *you*, so students are giving their answers and ideas to a different source that they may feel is on an equal level to them. Students will feel that they can play with the language more and make more mistakes with this puppet character. It will help encourage even the shiest student to speak. It also allows you, the teacher, to change your voice and persona into a fun and cuddly creature. Here are some ways to use the puppets in class:

- Tell students that your puppet is a native English speaker, so they will only speak to students in English and students should try to speak in English to them. For example, when you introduce *Megabyte*, and the other finger puppet characters, remind students that in ***Shine On!*** all the characters speak English, even Megabyte, the dog! This will motivate students to speak to the puppets in English if they want the puppets to hear them.
- If you can, give your puppet an identity by changing your voice for each character. Use humor to make learning with them fun.

- Use a puppet to present new vocabulary. Seat students together on the floor if possible. Place the flashcards on the floor and use *Megabyte* to say each item. Students repeat the words. *Megabyte* can give well-behaved students the flashcards to hold. Use Megabyte to ask questions, *Where is the pencil, Bella?* then have Megabyte take the card and munch at it like a puppy, *Yum, yum, yum*.
- Review vocabulary with a puppet by placing the flashcards on the floor, or around the room on the walls if you don't have space to sit on the floor. Ask a student to retrieve an item. Encourage interaction in English between students and *Megabyte*, e.g. *Here it is, Megabyte!* and *Megabyte* says *Thank you!*. Encourage more confident students to take the lead and be *Megabyte* and ask other students to find a flashcard.
- Use the Megabyte puppet and the finger puppets of the course characters to retell stories from ***Shine On!*** Either ask students to tell you what happens next then act it out with the puppets, or with more confident classes, you could give three students a puppet to act out the story, asking the rest of the students to tell them what to say and do next. In a less confident class, give students the chance to be *Megabyte* and use the finger puppets by acting out a sentence from the story.
- Use the finger puppets to help act out the grammar structures and *Everyday English* dialogue. Act out the dialogue with the puppets first. Then ask students to join in with one of the puppets, and then the other. In a more confident class, you could give two students the puppets to act out the complete dialogue.
- Use a puppet to act out feelings. Adapt your voice and the puppet's movements. For example, to show happiness, bounce *Megabyte* around and say *Yay, Yay. I'm happy!* Encourage the class to ask *Why are you happy, Megabyte? It's sunny!* Or to show sadness, hold *Megabyte* still and bend his head down, whimper a bit, and say, *I'm sad*. Encourage the class to ask *Why are you sad, Megabyte? Because I lost my book*. The visual nature of the puppet and your acting will help to give lots of unknown language meaning and context.
- Explain values such as putting things away, taking turns and helping each other using the Megabyte puppet. Award students with their *Our Values* stickers using the Megabyte puppet. For example, *Megabyte* says *Good job! You put away your things.*
- Use a puppet to encourage students to express their thoughts and feelings. For example, at story time, use *Megabyte* to ask students if they liked the story.
- Use a puppet to choose students when you need a helper or a volunteer at the front of the class or you want to form groups. Animate the puppet and use a choosing rhyme to select students around the class.
- Incorporate the puppet as part of your class reward system by allowing students to hold the puppet as a reward.
- You may even ask students to take turns taking the puppet home for the evening, to be returned the next day. This will help them to talk about their English lesson at home and engages parents in your classroom.

2.3 How to use songs and chants

Students love to sing songs because of their musical and physical nature. They also provide a natural way in which to interact with language. Songs work really well in mixed-ability classes, as the whole class works as a group. While stronger and more confident students sing out loud and really get to show off their English, shy and weaker students blend in with the whole class as the music is played. ***Shine On!*** presents vocabulary through a chant and presents and reviews the vocabulary and grammar structure with an engaging pop song. To make the most of the songs and provide support for the whole class, you could plan your lesson like this:

- Listening 1 – Play the song or chant once for students to listen through fully. They may like to dance or clap along as they listen.
- Listening 2 – Play it again, this time providing a fun kinaesthetic task for students to do as they listen. For example, ask students to point to the correct *Flashcard* when they hear the word (e.g. *pen, book, pencil*, etc.) in a larger class, or run and touch it in a smaller class. Alternatively, give groups of four to six students a flashcard to hold up when they hear that word in the song.
- Listening 3 – Play the song or chant and pause after each line for students to repeat chorally (as a class). Ask them to make up actions for vocabulary in the song. This can be done in groups with students teaching the actions to the rest of the class, or as a whole-class activity.
- Listening 4 – Play the song or chant again for the class to sing all the way through together.
- Play the song or chant in the following lesson to sing through together with actions or *Flashcards* to review the language used in previous lessons.

2.4 How to use stories

Reading stories in young learner classes is a great way to engage students in the lesson and present language in context. Language learning appears secondary to the interesting characters and colorful pictures. Pictures also provide meaning for the language that has been, and will be, taught. To engage the whole class, you could plan your story lessons like this:

- Seat students at the front of the class or where they can all see the board clearly (if using the animations).
- Use the *Storycards* (Level 1 only), holding up each card as the recording plays. In a larger class, or for Levels 2 and 3, use the story animation to engage students. Make sure all students can see the *Storycards* as you hold them up or the interactive whiteboard if you are using the animations.
- Involve students in the story as you tell it. Show the class the first frame of the story and discuss the picture before they listen. Ask questions like *What do you think the story is about? Who is she? How does she feel?* Ask questions to encourage the students to predict what will happen next. Ask *What do you think will happen next*? Allow students time to think and look at the pictures and to predict and hypothesize about the story.
- Pause between each frame or at the end of the story and ask questions about each frame to check students' understanding and to use and elicit the grammar and vocabulary of the story. Use the questions provided on the back of the *Storycards* (Level 1) and in the lesson notes.
- Read the stories a couple of times so students become familiar with the language and story. Encourage them to give their personal response at the end by asking *Did you like the story?*
- Encourage students to join in with the story. You could get them to say the lines along with the recording or use the Megabyte puppet, or the finger puppets (in Level 1). See puppet ideas on page 29. Then allow students to act out the story in small groups. If you prefer not to act out the story, or you don't have space, divide the class into groups by character and play the recording for each group to say the lines for their character.
- Acting out the story is a great way for students to engage with the characters, practise reading and speaking skills and have a fun, motivating lesson.
- Put students in groups and assign a role to each one. Make sure that everyone gets a chance to speak, and larger roles are swapped around and don't always go to the same students! If you know that shy students don't want a big role, encourage them to take a smaller part, but to join in and have fun.
- You can build confidence by rehearsing chorally, by putting all the characters who are playing the same role together and playing the recording for them to speak together.
- Encourage students to listen carefully to the way the characters say their lines, and try to mimic the intonation for dramatic effect.
- Put the groups back together and give them time to rehearse their lines.
- At the end of the lesson ask a few groups to come up and perform for the class. Make sure that a different group performs each time, so that everyone gets a chance to shine!

2.5 How to use the sticker activities

Lesson 1 and Lesson 4 of every unit have colorful and interactive sticker activities to support the vocabulary and *CLIL* lessons in ***Shine On!***

With a less confident class, you might want to take a step-by-step approach with students:

- Show students the sticker activity. Say *Let's find the sticker.* Point to the first picture in the *Student Book* and ask *What is it?* The class respond using the vocabulary taught, e.g. *chair!* Say *Good job! Let's find the chair sticker.* Turn to the sticker section as a class and ask students to point to the correct sticker, for example the chair, before they take it out of their books. Check they are pointing to the correct chair sticker. Say *Good job! Let's stick the chair.* Students then take their chair sticker and stick it in the correct space. They then repeat the vocabulary *chair*. Repeat this with the remaining stickers.

With a more confident class, you might want to challenge them a bit more:

- Show students the sticker activity. Ask them to listen carefully. Call out the vocabulary in a random order. For example, say *Find the desk!* Students turn to the sticker section, and point to the *desk* sticker and say *desk*. This enables you to check before they stick and drills the target language. Say *Good job! Let's stick the desk.* Students then stick their sticker and say *It's a desk.* Continue with the remaining vocabulary.
- As students progress through the ***Shine On!*** course, this could be turned into a race. Say *Find the … desk!* Students quickly race to find the desk, stick it on their finger, and hold it in the air. Who was the winner? They then stick it in their books, say *It's a desk*, and play again. The introduction of this competitive element turns a quiet exercise into a wake-up exercise, which energizes the class.

2.6 How to do craft activities

Craft activities are a great and much loved way for students to interact with English in a kinaesthetic way and use the language they have learned in a natural context. Every unit of ***Shine On!*** includes two colorful and interactive craft activities. To get the most out of your craft lessons, you could plan your craft lessons like this:

- Prepare a completed example of the craft before class to show students what they will be making. This will engage students and help them to think about what materials they will need. It will also help them understand your instructions better.
- Organize the materials that you will need for groups, e.g. scissors, glue, paint and colored pens, before class. Details about what materials are needed are listed clearly in the materials box in each lesson. As the course progresses, or with more confident classes, encourage students to ask and give out materials when they need them, e.g. *Scissors, please? Here you are. Thank you.*
- Keep your instructions simple and in English so they become part of the learning experience.
- Think about what language you want students to use during the making of the craft, and in the activity after, and model this language as much as you can as you go through the stages.
- If you like, you can get the class to make each craft following your step-by-step instructions. For example, *First, cut out the circle.* Monitor and help students complete this part of the craft. Continue with the next stage when the whole class is ready to move on. Young learners have varied fine motor skill ability, e.g. some are great at using scissors, and some are not, so staging your craft lesson in this way will keep them all at the same pace and provide support to all the students. Once students have finished their craft, ask them to write their name on it, so they don't lose it.
- Allow students to take their crafts home to show and play with their families. This is a great way of involving the parents in their child's learning. Or, you could keep the crafts in class for the next lesson to play with and review the language from the day before. Then, allow students to take them home.

2.7 How to include the animated stories and songs

The stories and songs in ***Shine On!*** are brought to life through colorful animations, which can be used on your whiteboard. This provides a focal point for you to further engage and focus students when telling stories or singing songs. They also support the needs of a less confident class or less confident students within a mixed-ability class.

- When reading a story to the class for the first time, do so using the story animation. Pause at each frame and ask the class questions, e.g. *Who is he? Where is she? What is that?* Also, ask them prediction questions to help develop their critical thinking skills, e.g. *What do you think will happen next?* Follow this up by reading the story in your *Student Book*, then using the puppets to re-tell a tale.

- Alternatively, after you have a read a story to the class using the *Student Book* and puppets, use the story animations to play some vocabulary revision games. For example, shout out a word and students point to it, e.g. *Desk! There it is! Megabyte! There he is.*
- The song animations provide a visual context to the language used in the songs. They will also help students better understand the actions used in the songs as they can copy what they see on the board.
- Focusing the class on the song animations on the board will also encourage those students who are shier to sing and enjoy the music, as the focus of the class is on the board, and not on individual students.

3 Encouraging and creating an English environment

Surround students in English both visually and aurally so learning is everywhere. As well as using songs, chants and stories in English, build the English environment using some of these ideas:

3.1 How to make English visible

- Bring some English children's books to class. Allow students to look at them when they finish activities quickly or have a spare five minutes, or read them to the class yourself.
- Put the ***Shine On!*** English language posters on the wall, as well as other English cultural posters you might have.
- Display the students' work on the walls when they create a special piece of work to give them a further sense of achievement.

3.2 How to use classroom language

Shine On! comes with a comprehensive list of functional classroom language to make English the language of your class. The repetition of functional classroom language will be soaked up by your students and their understanding of English will quickly develop.

- Place the *Classroom language* poster on your class wall to refer to easily.
- Use actions or facial expressions and gestures. For example, as you say *Open your book*, use your hands together, opening up like a book. Nod your head and smile as you say *Good job!* Or put your finger to your lips as you say *Quiet, please.* Instructions that are repeated in classroom routines will also quickly be understood, e.g. *Good morning, everyone / sit down, please / put down your pencils / touch the card / Goodbye, see you tomorrow / next week*, etc.

Classroom language for *Shine On!*

The audio version of this language is available on the ***Shine On!*** Teacher's website.

To start the lesson:

Good morning / Good afternoon.
Hello, everyone.
Are we ready?
Listen.
Sit down, please.
Stand up, please.
Let's sing.
Let's chant.
Let's play a game.

To start an activity:

Open your books. Look at page (four).
Close your books. Look at the board.
Look at the poster.
You need a pencil / your colored pens.
Color the picture.
Draw a picture.
Cut the paper, fold the paper, stick here.
Circle.
Say the word.
Work together.
Move your chairs.
Ready?

During an activity:

Pick up your pencils.
Repeat after me.
Repeat after the CD.
Repeat.
Say it again!
Good job!
Very good!
That's great!
Show me.
Raise your hand!
Can you remember?
Quiet, please!
OK?

General interaction:

Come here!
Give me your book, please.
Touch the flashcard.
Point to the flashcard.
Thank you.
Help me, please.

At the end of a lesson:

OK, stop now.
Put down your pencils.
Close your books.
Right! That's the end for today.
Clean up your books and pencils.
Goodbye, everyone.
See you tomorrow / next week.

4 Engaging with parents

4.1 How to show parents their child's progress

- A quick and easy way to let your students' parents know how their child is doing in class is to mark their work. This can be by awarding them a sticker after they complete each lesson, or simply by drawing a smiley face or a star on their *Student Book*. A brief comment is also great if you have time, such as *Great reading today!* or *Thank you for helping!* Allow time at the end of your lesson to mark each student's work.
- ***Shine On!*** comes complete with beautiful, easy-to-use crafts as well as comprehensive *Workbook* activities, which help to practice the language of the lessons. Encourage students to show them to their families and tell them what they did in class.

4.2 How to work with the student / parent website

Shine On! comes complete with an interactive website for students and parents to use at home. It is filled with language games and extra English activities that the students can use at home.

- Encourage parents to spend a little time looking at the website and playing the games with their child. Just five minutes of interaction and their interest will encourage students to be interested in learning English. This will also help to motivate them in class.
- Let parents know that it's OK if they don't speak English, as the website is intuitive and students will have covered the language in class. It's just great that they are involved in their children's learning.
- Students and parents can watch the animated stories and sing songs together on the website.
- Encourage parents to ask their children questions about the songs and stories in their own language, to engage the students in learning English.

Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practicing English outside the classroom can really help students become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practicing stories, songs and vocabulary that the students have already learned in the classroom. Tell your students' parents to visit www.oup.com/elt/oxfordparents and have fun helping their children with English!

Creating an inclusive classroom

In this section you will get some practical advice and tips on teaching students with special educational needs (*SEN*) in your English classes. These students can learn English, but they may need some extra help and support from you. By following these tips, you will create an inclusive classroom for all of your students.

What are SEN?

Students with *SEN* are students who have a learning difficulty or disability that calls for special educational provision to be made and students who have a significantly greater difficulty in learning than the majority of others of the same age. In schools with a policy of educational inclusion, these students will be in mainstream classes.

What is educational inclusion?

A policy of educational inclusion means that all children have a right to education with other children. Teachers therefore need to ensure that all students feel that they belong in school classes and are accepted for who they are. Differences between students need to be acknowledged, planned for and celebrated.

You can do it!

You might be worried about trying to include students with *SEN* in your class. Perhaps you think that it requires specialist knowledge and too much extra work for the teacher. This does not have to be the case. Students with *SEN* are human beings and as a teacher you are used to dealing with different personalities and abilities in your class. You are probably always adapting to widely differing student needs each day. Students with *SEN* are simply part of this variety and challenge. In addition, the teaching techniques that help to support students with *SEN* are good, practical techniques that will benefit all the students in your class.

Top tips for creating an inclusive classroom

You do not need to be an expert on *SEN* to teach students with *SEN*. You do need to want to work with these students and to be prepared to learn from them.

Tip 1: Be a role model

Students will take their lead from their teacher. It is important to show that you respect and celebrate differences between people. You need to believe that all students are unique and have a right to be taught. If you do not have much experience of interacting with people with *SEN*, you might feel worried about how to approach them. This is understandable, but you need to acknowledge this feeling and be prepared to learn more about *SEN*. For example, you can ask your student to tell you what helps them to learn and what makes learning more difficult for them.

For example, if you notice some students do not want to work with a student, make sure you talk to those students privately about their behavior and give praise and rewards to the students who are working well in teams.

Tip 2: See the person not the label

It is very important to get to know each student as a person and to not label them according to their *SEN*. If you have students who wear glasses in your classes, you do not assume that they have all got the same personality. In the same way, you should not assume every student with *SEN* is the same. Find out their interests and their strengths. Remember also that the range of *SEN* is wide, so take time to find out the level of a student's difficulty. Do not assume, for example, that a visually impaired person cannot see anything, they may have some sight. Do not be scared of talking to the person about their *SEN*.

REGISTER GAME

Build opportunities to get to know your students into your normal class routines. For example, when you call the register, ask students to answer with their favorite color, food or favorite word from the topic of the week.

Tip 3: Avoid judgements of behavior

Do not label a student as lazy or not trying. Students with *SEN* are often trying really hard and get criticized unfairly by teachers. They might look like they are daydreaming in class, but their brains might be overloaded with information that they cannot process and they need a short brain break. These students also need positive feedback on appropriate behavior, so make sure that you notice when they are behaving appropriately. Many students with *SEN* and behavioral difficulties only get noticed negatively by the teacher.

SEPARATE DESCRIPTION FROM JUDGEMENT

When you speak to students or their parents/carers, separate out a description of their behavior from your judgement of it. For example, if you say *You're not listenening*, this is a judgement and will make the student react defensively. If you say *When you look out of the window, I think you are not listening*, you can have a more positive discussion with the student of the issue.

Tip 4: Celebrate difference and diversity

The classroom and the world would be a boring place if everyone was the same. You can use the differences between students to learn from each other and about each other. For example, if you have students who speak a different L1 to the rest of the class, ask them to teach the class a couple of words in their language and compare these to your own L1 and English. Use the topics in the ***Shine On!*** *Student Book* to compare different experiences, such as Level 2, *Unit 7* on food.

BOASTER POSTERS SEPARATE DESCRIPTION FROM JUDGEMENT

Display a large sheet of paper prominently in your classroom where you can record all student successes. These successes will often seem to be small steps for students with *SEN*, but can be very motivating. Focus on something the class or the student is working on. For example, for a student who has problems with social skills, you can note *James worked well with Albert today*.

Tip 5: Teach in a multi-sensory way

Students all learn in different ways. Some like to see information, some like to hear it and some like to get up, do and touch things. Students with *SEN* particularly need practice in all the senses because they find it difficult to learn in traditional ways. Use a multi-sensory approach to present and practice information in your lessons.

PRACTICING WORD STRESS

When you are teaching the pronunciation of a word, you can show the stressed part of the word in a visual, auditory or kinaesthetic way as follows:
Visual – write the stressed part of the word in a different color on the board.
Auditory – ask students to hum or sing the stress of the word with louder sounds on the stressed sound.
Kinaesthetic – ask students to step out the stress by taking steps around the room and making longer strides for the stressed part of the word.

3D VOCABULARY

Vocabulary and spelling can be practiced in 3D. For example, use 3D letter shapes to practice keywords or allow students to trace the letters in sand, clay or in the air in front of them.

WORDS FROM BODIES

Ask students to work in teams and to choose a word to review. Tell them to make the word from their bodies. Each student should choose one letter to represent with their body. Each group then stands in a line and shows their word. Other students guess the word.

Tip 6: Plan ways to adapt your lesson plan

You need to sometimes adapt your lesson plans. This is called differentiation. Differentiation means planning and teaching to take account of all students in the class, whatever their level or capability. The students can make progress in their learning wherever they start from. All students should achieve the same main aim, but they may do this in different ways.

DIFFERENTIATE BY TASK

If you think that a student will have a problem with a certain type of task, you can set them a slightly different task. For example, if the *Student Book* asks students to listen and draw a picture, give some students a partially drawn outline and ask them to fill in the missing detail, give others a blank page and ask them to draw the whole picture. Similarly, some units ask students to listen and circle an item and students with *SEN* such as dyspraxia may find drawing the circle difficult. Ask these students to simply put a mark next to the correct item.

DIFFERENTIATE BY RESPONSE

You can differentiate by asking students to show their understanding of the lesson by responding in different ways, not always orally. For example, students can hold up a colored card to indicate whether they understand the point of the language presentation.
Red card = I don't understand.
Orange card = I understand some of it.
Green card = I understand all of it.
Individual mini-whiteboards are also useful ways for students to show their answers without having to speak in class. Students can draw or write their answer and hold up the mini-whiteboard. This is helpful for students with speech and language difficulties who do not like speaking in class and also for students who shout out answers inappropriately. If you cannot find mini-whiteboards, you can make them by laminating white A4 paper.

DIFFERENTIATE BY CONTENT

You can sometimes simplify the content of a task, particularly reading texts. Some students receive a simplified text, but all students get the same questions on the text. Preparation for this can be time-consuming so you should only do this if you can use the material again with another class.

DIFFERENTIATE BY RESPONSIBILITY

Students who find it difficult to participate, perhaps because they have communication difficulties, can be included in the class by getting a job from the teacher. Try to match the job with the student's need. For example, students who find it hard to keep quiet or keep *on-task*, can be given the job of monitoring the noise of the group. They can indicate how the class is behaving with agreed signals: A frowning face card to show the group is too noisy or not speaking English, a neutral face card to show the group is becoming a bit too noisy or not using enough English, a smiley face card for groups who are on track.

DIFFERENTIATION UPWARDS

It is important to think also about differentiation upwards, for those students who need more challenge and stretch. Easy ways to do this include:
Ask them to help another student.
Ask them to make up a test for other students.
Ask them to make up their own examples of the language.

Tip 7: Work on class management

Clear, consistent classroom management is very important for students with *SEN*. They often have problems understanding and following rules and instructions so it is important to think about the best way to do this. It is very important, for example, to think about your seating plan.

SEATING PLAN

Do you have a seating plan for your classes? Some students need to sit near the teacher, some need to sit somewhere where they can see the teacher's face, some need to sit with other students who are positive role models, some, such as students with ADHD, need to sit away from distractions such as window blinds, radiators and projectors, some will need to sit near a door to feel safe. Work with the student to decide where is the best place for them to sit.
You will find more ideas for classroom management in section 3.

Tip 8: Work cooperatively with adults and students

Teamwork is the best approach to teaching students with *SEN*. It is particularly important to work with parents/carers. Sometimes these parents/carers can seem challenging to the teacher as they often ask for meetings and have many ideas and questions about the teaching. Remember that they have often had to fight for their children's rights. They can be your best ally and source of support if you keep good relationships and communication with them. They know their child best and will often have helpful strategies to suggest.

You will find more ideas for working with parents/carers in section 4.

Other people who can help you include school psychologists, counselors, speech and language therapists, occupational therapists, *SEN* organizations and charities. Try to find out what's available in your local area and keep a list of useful contacts.

Tip 9: Work with students' strengths

Try to find out what your students' strengths and interests are and include these in your teaching. Students who have problems reading can sometimes be good at drawing and acting. Students who find it hard to sit still might be very good at organizing teams and role play. Students who are struggling academically might be very kind and helpful to other students.

STUDENT OF THE WEEK

Introduce a student of the week or month award. Give this to a student who has shown some special skill during the class and choose skills not related to academic achievement. For example, your student of the week could be a student who is the kindest student, the student who showed most empathy with other students or the student who persevered the most.

Section 2: Categories of SEN

Cognition and learning

The category of cognition and learning difficulties includes general learning difficulties and specific learning difficulties. Children with general learning difficulties usually have problems in many subjects. They are usually behind their peers in reading and writing. They can, for example, have problems understanding abstract ideas or making generalizations from examples given to them. They usually have difficulty with basic literacy, numeracy, and general understanding.

Some children have specific learning difficulties. These children have problems with a specific area of learning, but are not behind their peers in general learning.

Some of these specific learning difficulties may impact on a student's ability to learn another language, but do not mean it is impossible for them to learn a language. *SEN* in this category include dyslexia and dyspraxia.

USE COLOR

Students with cognition difficulties benefit from the use of different colors in learning. For example, color code parts of words that have the same sound.
'c**at**, b**at**, s**at**, p**at**'

Communication and interaction

The category of communication and interaction difficulties covers a wide range of problems. Children in this category have problems with speech, language, communication or a combination of all three. Their problems can range from mild to severe. This group includes students with autistic spectrum conditions (ASC), such as Asperger syndrome.

Speech and language difficulties can be productive and/or receptive. A student has problems with productive language when he/she has problems making others understand him/her. Students have problems with receptive language when they cannot understand another person's communication. For example, they cannot understand humor or the appropriate language for a social situation.

GIVING CHOICES

Give students with speech and language difficulties closed rather than open choices wherever possible. For example, ask them *Do you want the red or blue pen?* rather than *Which color pen do you want?*

Medical conditions

Some children have medical conditions that need on-going management and treatment. There are many medical conditions and they also range in severity. Your school should have a medical register with information on any medical conditions of your students that has been provided by their parents. All staff need to know where the register is kept and what to do in case of a medical emergency.

Social, emotional and behavioral difficulties (SEBDs)

This category is the most difficult to define and can cause strong differences of opinion between teachers. We know that all children behave badly sometimes, it is a part of growing up. It can be difficult to know if a student's behavior is a sign of a *SEN*. A child is usually considered to have social, emotional and behavioral difficulties when the problem behavior occurs in many different situations, occurs frequently, is severe and not age appropriate. You will need to check with other teachers to find out if the student is behaving badly in all lessons or only in English.

CATCH ME BEING GOOD

Give students with *SEBD*s a card with the title 'Catch me being good'. Tell them to leave this card on their desk. As you walk around the class, put a tick every time you notice that the student is on-task and behaving appropriately. These students need to be noticed positively and not always negatively.

Sensory impairments

This category also covers a wide spectrum of need and ability. Children in this category have hearing, visual or physical impairments. These disabilities might not have an impact on their ability to learn a language. However, the teacher will need to make adjustments to the classroom. For example, it will be important to consider seating arrangements and the layout of furniture.

REFRAME POOR BEHAVIOR

Sometimes a student is misbehaving because they cannot see or hear properly. Check this out before assuming a student is simply being naughty.

Students with different L1

You may have some students in your class who have a different L1. These students might speak one language at home, another at school and English might be their third language to learn. This can affect their thinking and processing time and it can also affect them emotionally, they might feel quite displaced. Try to provide opportunities for them to share their culture and be sensitive when teaching materials such as holidays and traditions, which may cause the student to feel isolated and different. Praise their ability to learn different languages so that it becomes a positive and not a negative.

PLAY WITH PRONUNCIATION

If students are having trouble with English pronunciation, ask them to say the word as they would in their own language, exaggerating the 'wrong' pronunciation. Then ask them to say it in a very English way. Permission to use their own language system often leads to better English pronunciation!

How can a teacher recognize that a student might have a SEN?

Although the teacher should not diagnose *SEN*, you are usually the first person to notice that a student is having problems. If you think these problems are more than you would expect at the student's age and stage of learning, you can use the checklist below to decide if further action needs to be taken. However, remember that all students have some of these problems at times so use the checklist with care.

There are further checklists for specific *SEN*s available on the website.

Student inclusion checklist

Name: .....

- ☐ Am I sitting in the right place? Can I see and hear properly?
- ☐ Have I told the teacher what helps me to learn?
- ☐ Am I sitting next to a helpful friend?
- ☐ What can I do if I don't understand?
- ☐ Have I tried to talk to everyone in my class?
- ☐ Have I worked with any students who are new?
- ☐ Have I taken the time to see if anyone needs extra kindness or help?
- ☐ Do I know what other students are good at?
- ☐ Do I wait patiently if someone needs to speak?

Student inclusion checklist

Name: .....

- ☐ Am I sitting in the right place? Can I see and hear properly?
- ☐ Have I told the teacher what helps me to learn?
- ☐ Am I sitting next to a helpful friend?
- ☐ What can I do if I don't understand?
- ☐ Have I tried to talk to everyone in my class?
- ☐ Have I worked with any students who are new?
- ☐ Have I taken the time to see if anyone needs extra kindness or help?
- ☐ Do I know what other students are good at?
- ☐ Do I wait patiently if someone needs to speak?

Section 3: Teaching tips for including students with SEN

In this section we will look at some more planning and management techniques for including students with *SEN*.

Planning

Physical layout

Consider the layout of the room and how suitable it is for all your students. For example, is it easy for students in a wheelchair to move around? Is there an area that can be used for role play or physical games and is there a quiet area? Some students, such as those with ASC, will need a quiet area away from the group to calm down when they get agitated.

Visual displays

What is the impact of your environment on your students? Is your room stimulating enough, but not over-stimulating for any students with sensory needs?

Have you got displays on the walls? Can you encourage students to make things for the wall? They often remember things that they have touched and constructed much more clearly than pieces of writing.

Sensitive topics

Try to be sensitive to your students' needs and think about the topics in your *Student Book*. If you are introducing family members, for example, some students may live in complex, separated families and start to behave badly when asked to talk about their family. In Unit 7 of ***Shine On!*** 1, students are asked to draw their family tree. If you think any students will have a problem with this, they can be given the choice of drawing the family of the characters from the book. Each level also introduces some holidays, for example Easter and Christmas. These might not be celebrated by some of your students and it might be an opportunity to ask about their festivals.

Difficult tasks

Craft activities

Be careful if you are using tasks that require the student to make things. Some students, for example those with dyspraxia, have difficulty holding and using scissors. They may need to read the instructions while another student makes the object.

Writing tasks

Students with dyslexia have trouble reading and copying down words from the board. Students with dyspraxia have trouble holding a pen and writing. Try using different colors for different words or parts of words, make sure your own handwriting is clear and give students handouts wherever possible.

Tasks that require focus and sitting still

Some students, such as those with ADHD, will find it hard to sit still and concentrate on longer tasks. These students need short tasks and praise for doing the right things. Let them run around or stretch, and give brain breaks. Acting out real situations will also appeal to these students.

Brain breaks

Brain breaks are quiet calming points of your lesson where students can rest their brains. Students with *SEN* can often feel that their brain is overloaded with information and anxiety. Notice how long your class can concentrate and build in brain breaks for this time. Students can give their brain a short break by:

- Standing up and stretching
- Having a drink of water
- Closing their eyes and resting their head on the desk for a couple of minutes
- Spending a couple of minutes doodling
- Massaging their head.

Spelling tasks

Teach students how to visualize words. Ask the student to imagine the word up high, visualizing it rather than sounding it out. They hold the word as a photo in their mind. Write new words on the right of your board, up high. This encourages students to access their visual memory.

Words on the wall

Have a high-frequency word bank on your wall, put the words on Velcro strips or use strips on the board. Students can then borrow a word from the wall when they need a reminder of how to spell it.

Classroom management techniques

Teaching students with *SEN* is not about learning a secret magic formula. Good classroom management can really help them.

Give clear instructions

Clear instructions are essential for all students, but particularly important for those with *SEN*. When you give instructions, use a non-verbal gesture to support the message. For example, point to your ear or show a picture of an ear to indicate *Listen*. Give an example of what you require and then get an example from your students to show they understand.

Use visual reminders

Non-verbal signals are very effective for helping students with *SEN* to understand and remember what to do. Use non-verbal reminders for classroom routines and rules. You could use visual aids such as traffic lights to show when the group is going off-task, for example.

TRAFFIC LIGHTS

Put up a picture of traffic lights at the front of the classroom. Place an arrow next to the traffic lights. Point the arrow to green when the class is working *on-task*, point the arrow to orange when the group is getting distracted or *off-task* and point the arrow to red when the group is *off-task* and needs to focus.

Lesson stages order

Use pictures to show the different stages of your lesson. For example, an ear for listening, a mouth for speaking. Put these pictures on the board at the start of your lesson to show the order of activities.

Use your space

Think about your use of space in the room. Choose a place at the front of the class where you will try to always stand when giving instructions. Choose another place where you will stand when you are reminding about rules.

Think also about the energy you create in the room. If you are running around the room, you will create stress and make hyperactive students very restless, for example.

Create structure

All students need structure and consistency to feel safe in the classroom and this is particularly true of students with *SEN*. Make sure you have clear classroom rules. Remember that it is easier to start with clear rules and expectations than to try to establish them when things are going wrong. Involve your students in making the rules. Even young students can do this. You can use the values in the ***Shine On!*** *Student Book* to make a class contract.

Class contracts

Create class contracts with your students that focus on rules that will make the class safe and inclusive. Ask students to write down five rules for the class that they think would make learning safe and fun. Ask them to begin each rule with *In this class, we …* Give them some examples from the ***Shine On!*** *Student Book* values and encourage them to use these words.

Examples of values:

- *Be friendly.*
- *Be careful.*
- *Take turns.*
- *Share things.*
- *Be active.*
- *We pay attention.*
- *We listen carefully.*

Examples of rules:

- *In this class we listen carefully to each other and the teacher.*
- *In this class we are friendly to everyone.*
- *In this class we are helpful to everyone.*

You can then discuss which rules to use in the contract and put it up on your classroom wall. If students break the rules, come back to the class contract and discuss what is not working. Be specific about what you have noticed, without naming students. Say *We have a rule about listening to each other and I have noticed that some students are laughing when some people are speaking. How can we stop that?*

Teacher language

Teacher language greatly influences students. Many students with *SEN* do not understand or remember what they have been told to do. It is vital therefore to use assertive, clear language for instructions, praise and general comments in class.

Say what needs to happen

Tell students what you want them to do, not what you don't want them to do. For example, say *Look at the board* rather than *Don't turn around*.

Do not repeat and rephrase instructions continually. Give them and give students a chance to process them.

Name a positive intention

Find and name a positive intention behind an inappropriate behavior. For example, saying *I know you want to show me you know the answer; I need you to put your hand up and wait* is more positive than saying *Stop calling out all the time and disrupting the class*. If you have a student who is always making jokes about other students, you can say *I know you are very funny; you can be funny without being unkind.*

Name the right thing

Praise students for doing the right thing, rather than always noticing when they do the wrong thing. For example, you can say *Thanks for waiting with your hand up* rather than *Stop interrupting.*

Use inclusive language

Make sure to use the pronoun *we* whenever possible and keep the focus on group learning. For example, you can say *We are not learning well today; how can we all make that better?*

EXAMPLES OF POSITIVE CLASSROOM LANGUAGE

Show me you are listening.

I know you want to show me you know the answer; remember the hands up rule.

We are not in a good learning state; how can we change that?

We are all part of a problem; how do we solve it?

Great learning today, everyone.

Remember we wait patiently if someone needs more time to think and speak.

No put-downs in this class.

Who can tell me the rule for waiting our turn?

We don't speak to each other that way in this class.

Learning is not taking place now; how can we all change this?

Student involvement

Study buddies

Children often understand each other's needs better than adults. They can help and support students with *SEN* and building relationships will help foster a positive climate for learning. *Study buddies* are students who agree to help another student. It can be done by asking the student with *SEN* who they would like to help them. Or you can give the job to a student who needs to experience responsibility. Emphasize that they will be helping each other at times as well. Sometimes a student with behavioral difficulties likes to help others and sometimes quiet students benefit from being a *study buddy* for someone with *SEN*.

Thank you stars

Each student takes a piece of paper and draws a star on one side. On the other side they write something nice to each student in the class. This can be set up as a routine where students can collect the stars from a place in the class and give them out at any time.

This activity encourages all students to focus on the strengths and positive attributes of each other.

Listening to each other

In general in your class, encourage students to listen to each other by asking them to repeat what a student just said and doing choral repetition of good answers. You can say *So, John told us that . . . What did John tell us . . . ?* and all the class repeat the answer together.

Section 4: Work with parents/carers

Communication

Open communication channels between home and school ensure that ideas can be shared and situations dealt with as they arise. Discuss with the parent/carer a way of keeping in contact that suits you and them. This might be email or phone calls. It is better to set a regular time and way of communicating rather than only contacting the parent/carer when a problem arises.

Home–school notebook/diary

Use a home–school notebook/diary where parents/carers and the teacher can write important information and feedback on the day.

Meetings with parents/carers

When planning meetings with parents/carers, try to find times that are convenient for them. If they cannot attend, check if another family member is able to represent them. Consider the best place to hold the meeting. If it is in a formal office, it might be intimidating for the parent/carer. Do not sit behind your desk, this will make the parent/carer feel like a child sitting on the other side.

Praise postcards

Parents/carers of students with *SEN* are often only contacted to discuss problems. Make sure you also communicate good news. Create or buy a set of postcards with positive pictures on them. Try to send a positive message to the parents on the postcard throughout the school year. Focus on something specific, such as progress made in speaking or listening.

Acceptance of *SEN*

Some parents, for personal or cultural reasons, find it difficult to accept that their child might have *SEN*. Be respectful of their feelings and remember that teachers should not give diagnoses. Focus on the problems you see the student having in class and ask if they have noticed similar issues at home. Try to frame the interventions as a positive step. You can say *I understand that this is worrying, but I can see John is really trying hard and would like to find ways to support him more.* Use inclusive language and say *How can we work on this together?*

Objections from other parents

Parents of other students in your class might sometimes be concerned that their child is in a class with a student with *SEN*. They may be worried that their own child will not make good progress if the teacher is dealing with the needs of students with *SEN*.

These parents want reassurance from you as the teacher that that their child is not being overlooked. Emphasize that all students benefit from learning in inclusive classrooms because they will learn to value diversity, difference, develop empathy and understanding of others' needs, something that is valuable for all citizens, for a society to flourish.

Checklist for communication with parents / carers

- [ ] Have I got a system for regular communication?
- [ ] Do I send home positive reports regularly?
- [ ] Do I use inclusive language *we* rather than *you*?
- [ ] Do I describe what has happened rather than judge it?
- [ ] Have I acknowledged their feelings and objections?
- [ ] Do I use open questions, *How* … *Tell me* … rather than closed?
- [ ] Do parents get advance warning of meetings and are they set up to accommodate their timing?
- [ ] Have I suggested the parent can bring a friend / supporter?
- [ ] Does the meeting take place in a friendly place or is the room and set-up intimidating?

Section 5: Exercises to develop empathy and listening skills

Build activities into your lesson planning that encourage all students to develop the skills of listening and understanding each other. In this way you will create an inclusive ethos in your classes. Here are some techniques for doing this that can be adapted for different language points and different levels.

Shadowing and doubling

In role plays, ask two students to share one role. One student stands behind their partner and helps them with language (by whispering in their ear to give encouragement or new language). Alternatively, one student stands behind their partner and taps them on the shoulder when they want to take over.

Answer for me

Ask one student (A) to come to the front of the class. Then ask two other students who know this student to come and stand behind student A. The class should then ask student A questions. Students B and C must answer on behalf of student A. For example, the class could ask *What's your favorite food?* and students B and C must guess what student A would answer. Student A can nod or shake their head to indicate if the answer is correct. This activity means students have to imagine what it is like to be someone else in the class. Language topics can be chosen according to the level of the group.

Think, pair, share

When you ask the class a question: First give students two minutes to think on their own, then one minute to share their answer with another student. Then ask pairs to share their ideas with the group/class. This gives students time to process questions and think of a response.

Collective identity

Encourage the class to make predictions about their classmates. For example:

All of us …

Some of us …

None of us …

When they have agreed on statements, put these statements on the wall and add to them as the year goes on. A student can make a prediction and see if it's correct. If it's correct, put it on the wall.

Checklist for possible further action

Name: .....

- ☐ Is the problem across all classes and all times of day?
- ☐ Is the problem in certain class groupings?
- ☐ Who is the student sitting with? Does this make a difference?
- ☐ Can the student hear and see properly?
- ☐ Does the student remember and follow instructions?
- ☐ Does the student have problems starting and / or finishing tasks?
- ☐ Can the student focus on their own work for longer periods of time?
- ☐ Is the student easily distracted?
- ☐ Can the student wait for their turn in class and in group work?
- ☐ Is the student generally able to interact with other students?
- ☐ What kinds of tasks can the student do?
- ☐ When the student is engaged, what engages them?
- ☐ Is the work too easy or too difficult? How do you know?
- ☐ Is the student able to ask for and accept help from the teacher?
- ☐ Does the work involve a lot of writing? Sitting still? Copying from the board?
- ☐ Does the student find this difficult?
- ☐ Is there a big difference between the student's spoken and written ability?
- ☐ Is the student often in trouble because of poor behavior?
- ☐ Does the student have trouble with remembering information and recently learned facts – Visually? Auditory?

Inclusion checklist for teachers

Class: .....

- ☐ Do I know if any of my students have SEN?
- ☐ Have I checked the medical register?
- ☐ Have I included activities for different learning styles in my lesson?
- ☐ Do I know all my students names and the correct pronunciation?
- ☐ Do I make sure that my instructions are clear and checked in different ways?
- ☐ Are all students able to cope with the assigned tasks and activities or do I need to differentiate?
- ☐ Have I designed my classroom to allow movement and participation of all students?
- ☐ Have I included a quiet area?
- ☐ Are my rules / routines clear and stated positively? Have students been involved in designing them?
- ☐ Do I have a variety of rewards / consequences that are well known to my students?
- ☐ Do I give students an opportunity to work with all their classmates? Do I use a variety of group work and pairwork?
- ☐ Do I promote an ethos of belonging and co-operation?
- ☐ Do I always demonstrate respect for my students and value their contribution? Do I use inclusive and positive language?
- ☐ Have I got students with a different L1? Have I tried to find out about their culture and language?
- ☐ Do I give students opportunities to show their strengths and interests?

Starter Unit Hello!
Lesson 1 pages 2–3

Classroom Presentation Tool

Objectives

To introduce the main course characters.

Language and structures

Active: *Jack, Lucy, Uncle Alex; hello, goodbye*

Passive: *sing, listen, point, say, stick, stickers, chant; What card is it?*

Materials

Starter Unit flashcards; Class Audio CD 1; stickers section

Warmer

- Say *Hello* to the class, waving. Arrange students in a standing circle. Cross the circle and greet a student (with a handshake or a wave). Say *Hello*. Encourage the student to say *Hello* back to you. Encourage the student to cross the circle and greet another student. Then encourage that student to greet someone else, and so on.

> **TEACHING TIP**
> Students can remain seated and say *Hello* around the room.

1 Sing. 1•01

- Play the song once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions.

Shine On! Song

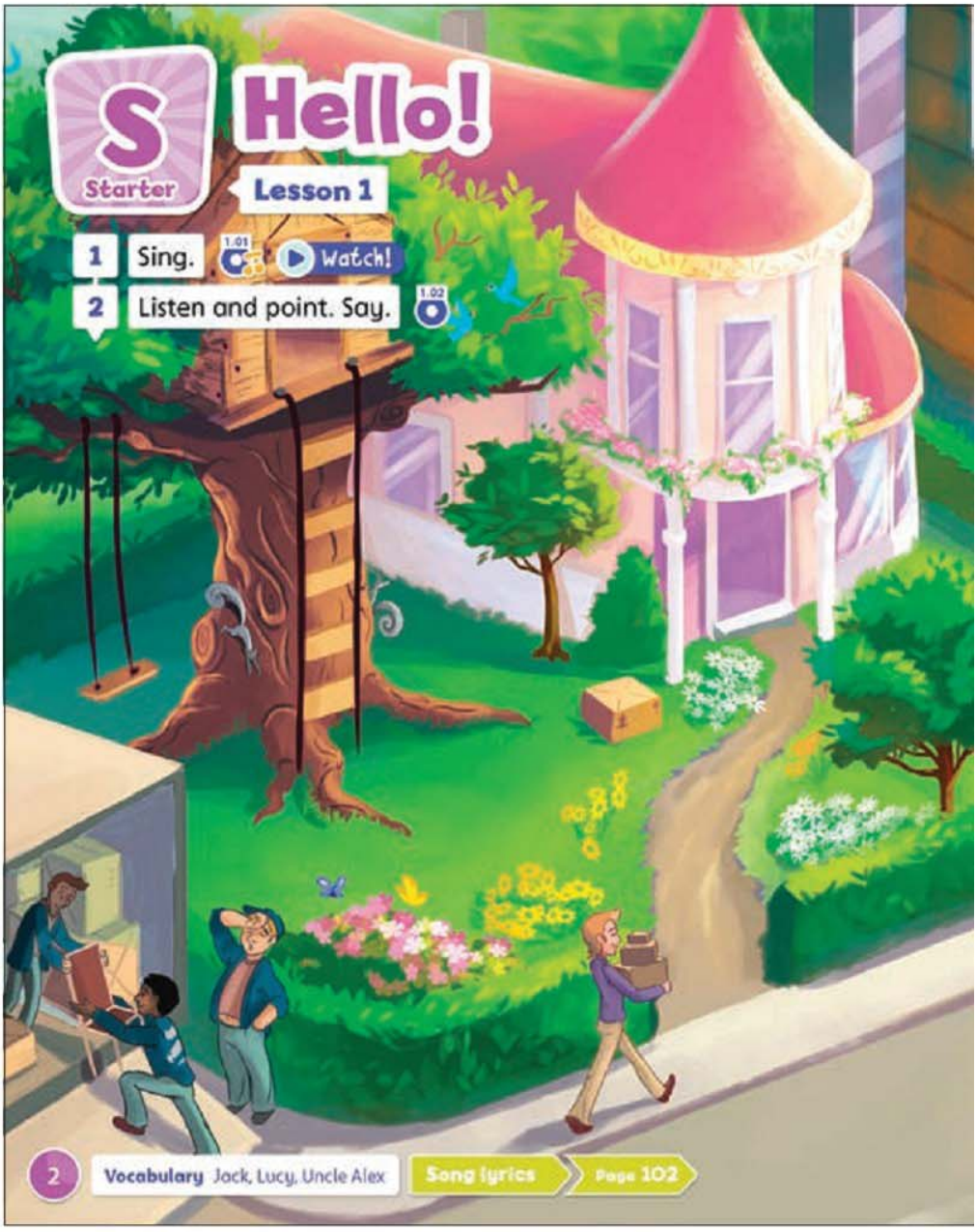
Hello! Hello! It's English time!
Hello! Hello! It's time to shine!
Let's be friendly and wave Hello!
We can shine, shine on!

Chorus
Come on, everyone! Let's sing our song.
Shine on! Shine on!
It's time to shine! It's time to shine!
Shine, shine on!

Hello! Hello! It's English time!
Hello! Hello! It's time to shine!
Let's work together, you and me.
We can shine, shine on!

Repeat chorus x2

Hooray!

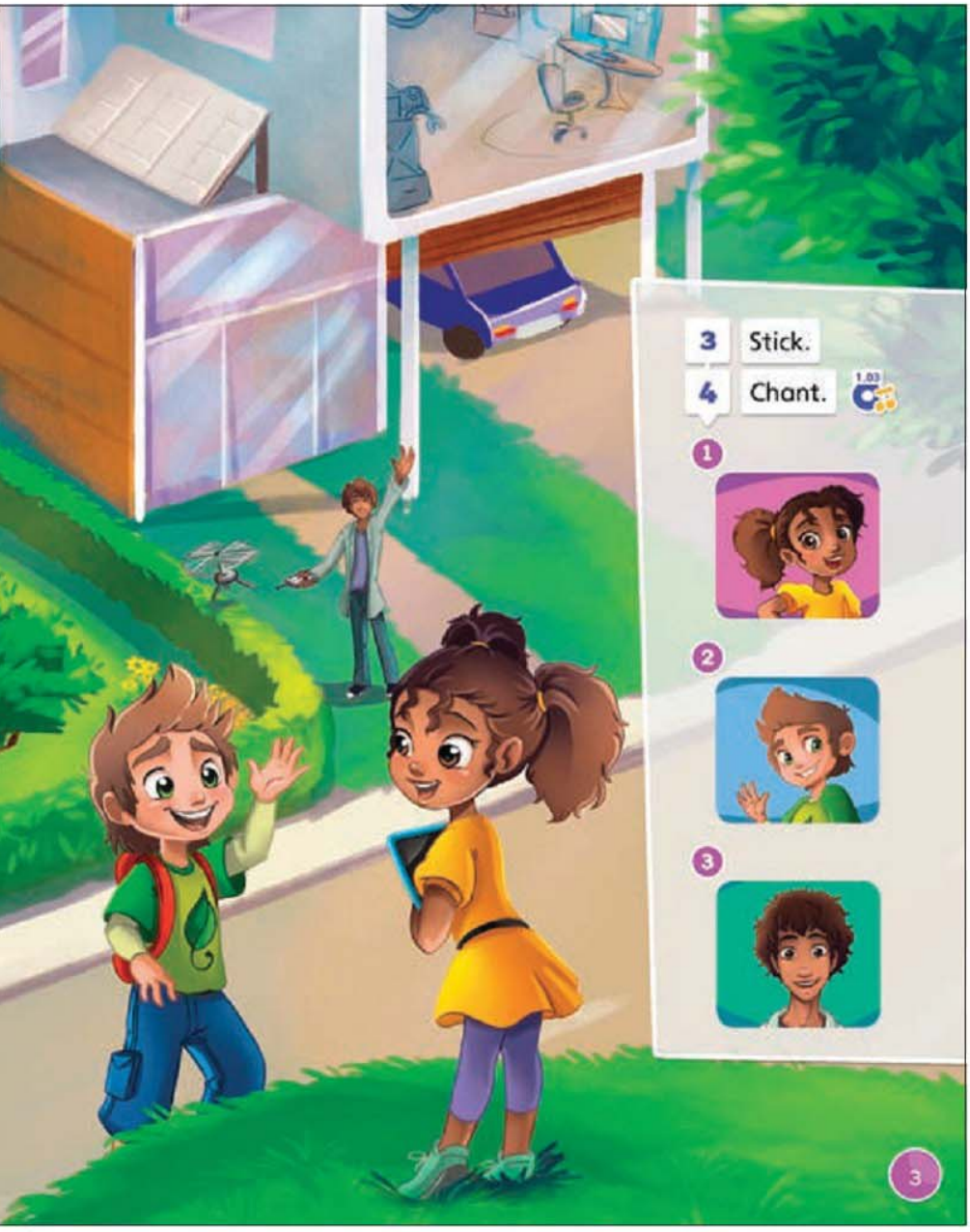


2 Listen and point. Say. 1•02

- Books closed. Introduce the course characters using the flashcards. Hold up the flashcards of each character in turn and encourage students to say *Hello!*
- Books open. Play the recording for students to listen and point to the characters in their books. Play the recording again for students to listen, point, and repeat the names.

Transcript

Jack, Lucy, Uncle Alex
Uncle Alex, Lucy, Jack



3 Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the course characters in turn. Encourage students to say the correct names. Then say the names for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 3. When they have finished, ask students to point to the stickers and say the names.

Fast finishers

Ask fast finishers to draw a picture of their best friend. Then they tell the class what their best friend's name is.

4 Chant. 1•03

- Play the chant once for students to listen.
- Play the chant again, holding up the correct flashcards or pointing to the people in the picture as they are mentioned. Encourage students to do the same.
- Play the chant once more for students to join in and point to the people mentioned.

Chant

Lucy, Lucy, Lucy
Jack, Jack, Jack
Uncle Alex, Uncle Alex, Uncle Alex
Lucy, Lucy, Lucy
Jack, Jack, Jack
Uncle Alex, Uncle Alex, Uncle Alex

Finisher

- Play *What card is it?* with the Starter Unit flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.
- Encourage students to say *Goodbye, (Jack)!* as you put away the flashcards of the course characters.

21ST CENTURY SKILLS:

Social and cross-cultural interaction
Students learn how to interact with and greet new people.

EXTRA VOCABULARY:

dog
goodbye
hello
house
present
robot

Notes

Lesson 2 page 4

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To do a personalization activity that involves a simple craft activity.

To talk about a value.

Language and structures

Active: *Hello! What's your name? I'm (Jack).*

Passive: *make, finger puppets, play; We are friendly.*

Materials

Starter Unit flashcards; Class Audio CD 1; Craft Worksheet Starter Unit Lesson 2; colored pens; Our Values sticker

Warmer

- Play the chant from Starter Unit Lesson 1 page 3 1•03 for students to listen and join in with.

> **TEACHING TIP**
> Stick the Starter Unit flashcards on the board and ask students to point to the correct character as they say the chant.

1 Listen and point. Say. 1•04

- Point to the picture and ask students to first point to Lucy and then to Jack.
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Ask a student to hold up the flashcard of Lucy in front of their face. Ask *What's your name?* Encourage the student to reply *I'm Lucy.* Repeat with other students and other flashcards.

Transcript

Lucy: What's your name?
Jack: I'm Jack.

2 Make finger puppets. Play and say.

- Hold up a ready-made finger puppet and show the class. Say *Look at my finger puppet.* Ask the finger puppet *What's your name?* The puppet replies *I'm (Lucy).*
- Tell students they are going to make finger puppets. Point to the pictures in the Student Book and ask students what they need to make finger puppets (paper, scissors, glue, colored pens).
- Hand out the craft worksheets. Model how to make the finger puppets by cutting out one from the template, coloring it in, and then sticking the tabs together so that it fits over your finger.
- Make sure students have the materials they need. Move around the class offering help if necessary. Ask students the question *What's your name?* and encourage them to reply with their finger puppets.
- Show students how to act out exchanges in pairs, using their finger puppets, e.g. *A: Hello! What's your name? B: Hello! I'm (Jack).*

> **21ST CENTURY SKILLS:**
> **Initiative and self-direction**
> Students learn how to complete a creative project with several steps.

3 What's your name? Say.

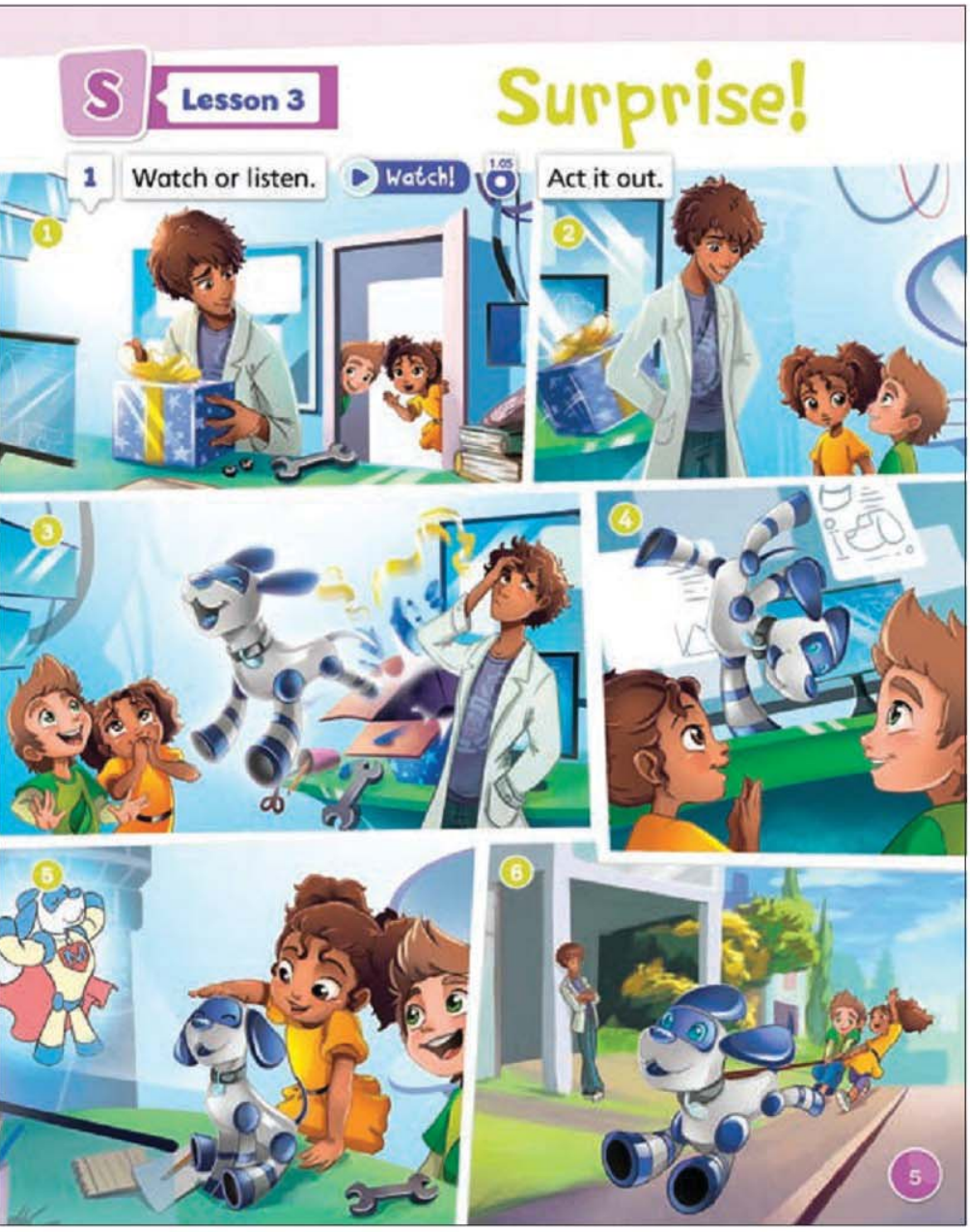
- Use a finger puppet to model a dialogue, e.g. *Puppet: What's your name? You: I'm (your name). What's your name? Puppet: I'm (Lucy).*
- Model the dialogue with more confident students, encouraging them to tell you their names.
- Move around the class as students act out the dialogue in pairs.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We are friendly.*) and tell students that it is good to be friendly to people.
- Ask students to show you how to be friendly (by greeting people, smiling at them, and asking their name).
- Congratulate students and award them the value sticker. They stick the sticker in the space on page 4.

Finisher

- Play *Walk to the card* with the Starter Unit flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.



Lesson 3 page 5

Classroom Presentation Tool

Objectives

To practice the new vocabulary in the context of a story.

To introduce a new character (Megabyte).

Language and structures

Active: *Lucy, Jack, Uncle Alex; Hello, Goodbye, What's your name? I'm (Megabyte).*

Passive: *watch, act it out, dog; Wow!*

Materials

Starter Unit flashcards; Class Audio CD 1; Storycards; Megabyte puppet

Warmer

- Play *Musical flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

TEACHING TIP

Review language from Lessons 1 and 2 by asking students to reintroduce the course characters using the flashcards. Give the flashcards to students. Invite another student to ask *What's your name?* and students with the flashcards answer *I'm (Uncle Alex).*

1 Watch or listen. 1•05 Act it out.

- Point to the first frame of the story and ask students who they can see in the picture.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *Where are Lucy and Jack? (At Uncle Alex's house.) What does Uncle Alex have? (A present.) Can you see what the present is? (No.)*

Frame 2: *What does Uncle Alex ask Jack? (What's your name?) Can you point to the present? (It's on the desk.) Is the present moving? (Yes, it is.) Who is the present for? (Lucy and Jack.)*

Frame 3: *What is the present? (A dog.) Is it a real dog? (No! It's a robot dog.) Are Lucy and Jack happy? (Yes.)*

Frame 4: *Is the dog happy? (Yes.) What is it doing? (It's jumping.) What's the dog's name? (Megabyte.)*

Frame 5: *What is Lucy doing? (She's patting Megabyte.) Is Jack sad? (No! He's happy.) Is Megabyte happy? (Yes, he is.)*

Frame 6: *What is Megabyte doing? (He's running.) Is Megabyte strong? (Yes!) What do Lucy and Jack say to Uncle Alex? (Goodbye, Uncle Alex!) What does Uncle Alex say? (Goodbye, Lucy and Jack. Goodbye, Megabyte!)*

- Allow students to talk about the story. Ask them what kind of animal Megabyte is.
- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays and then ask students the questions on the back of the storycards.
- Introduce Megabyte using the Megabyte puppet. Hold up the puppet and say to it *Hello! What's your name?* The puppet replies *Hello! I'm Megabyte.* Use the Megabyte puppet to greet and ask the names of students around the class.
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

21ST CENTURY SKILLS:

Creativity and innovation

Students learn how to express themselves through a short performance.

Story: Surprise!

Lucy: Hello, Uncle Alex!
Uncle Alex: Hello, Lucy!
Uncle Alex: What's your name?
Jack: I'm Jack.
Lucy and Jack: Wow!
Megabyte: Hello!
Lucy: What's your name?
Megabyte: I'm Megabyte.
Lucy and Jack: Hello, Megabyte!
Jack and Lucy: Goodbye, Uncle Alex!
Uncle Alex: Goodbye, Lucy and Jack. Goodbye, Megabyte!

Finisher

- Play the *Shine On! Song* from Starter Unit Lesson 1 page 2 1•01 for students to listen, do the actions, and join in as much as possible.

Unit 1 At School
Lesson 1 pages 6–7

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review vocabulary from a previous unit.

Language and structures

Active: *book, pencil, pen, backpack, desk, chair, Uncle Alex*

Passive: *listen, point, say, stick, stickers, chant, find it, picture dictionary, classroom*

Materials

Unit 1 flashcards; Class Audio CD 1; Megabyte puppet; stickers section; colored pens

Warmer

- Play the *Shine On! Song* from Starter Unit Lesson 1 page 2 1•01 for students to listen and join in as much as possible.

1 Listen and point. Say. 1•06

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Use Megabyte to hold up or point to the flashcards and say the words for students to repeat (see *How to …* section on using puppets, Teacher's Book page 29).
- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

TEACHING TIP

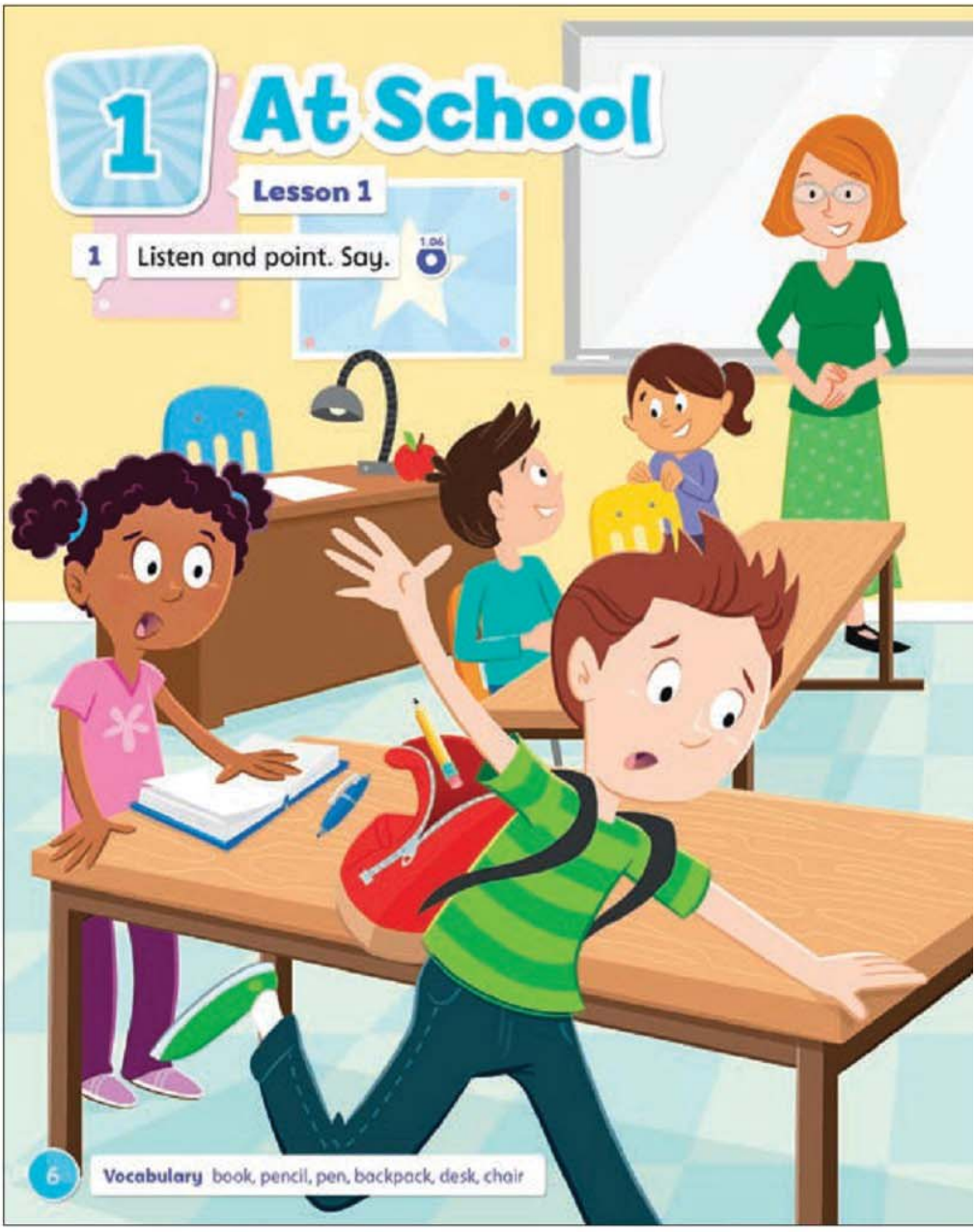
Use real items in the classroom to present the new words instead of the flashcards.

Transcript

book, pencil, pen, backpack, desk, chair
pencil, desk, pen, backpack, chair, book

2 Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the classroom object stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 7. When they have finished, ask students to point to the stickers and say the words.



Fast finishers

Ask fast finishers to draw a picture of their classroom, and then tell the class what items there are in their picture.

3 Chant. 1•07

- Play the chant for students to listen.
- Play the chant again, pointing to the flashcards or the real classroom items as they are mentioned. Encourage students to do the same in their Student Books.
- Play the chant once more for students to join in and point to the items mentioned.

Chant

pen, pen, pen
book, book, book
pencil, pencil, pencil
backpack, backpack, backpack
chair, chair, chair
desk, desk, desk

Find it!

- Point to Lucy's tablet and ask students who they can see (Uncle Alex). Ask students to find Uncle Alex in the main picture. (He's on the poster to the right of the whiteboard.)
- Tell students to turn to page 82 of their Student Books and look at the Picture Dictionary section for Unit 1 and find Uncle Alex. Ask students to color Uncle Alex's clothes in the Picture Dictionary the same colors as they are on Lucy's tablet (white jacket, blue T-shirt).

21ST CENTURY SKILLS:

Information literacy
Students learn how to recognize information in different settings and situations.

Finisher

- Play *Find the flashcards.* See Ideas Bank (Teacher's Book page 140) for instructions.

EXTRA VOCABULARY

computer
eraser
garbage can
pencil sharpener
poster
scissors
whiteboard

Further practice
CD-ROM: Vocabulary and Grammar Worksheet Unit 1 Lesson 1
Workbook page 4

Notes

Lesson 2 pages 8–9

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To sing a song using the Lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *pen, pencil, backpack, desk, chair; What is it? It's a (book).*

Passive: *draw, sing, circle; What's your favorite school object?*

Materials

Unit 1 flashcards; Class Audio CD 1; Craft Worksheet Unit 1 Lesson 2; colored pens

Warmer

- Play the chant from Unit 1 Lesson 1 page 7 1•07 for students to listen and join in as much as possible.

> **TEACHING TIP**
> Ask students to point to the classroom items on the flashcards as they say the chant.

1 Listen and point. Say. 1•08

- Point to the picture and ask students the names of the course characters.
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the book in the picture and ask *What is it?* Encourage students to reply *It's a book.* Hold up a real book and repeat. Then hold up other known classroom objects and ask the question, encouraging students around the class to answer.

Transcript

Lucy: What is it?
Jack: It's a book!

2 Listen and circle. Say. 1•09

- Point to the pictures and ask students the words for each item. Help with any words that students struggle to remember, and reinforce them by pointing to those items in the classroom and naming them.
- Play the recording for students to listen and point to the items they hear. Then play the recording again, pausing after each item for students to circle the correct items.

- Check answers by pointing to each pair of pictures and asking *What is it?*
- Students can ask and answer questions about the items in the pictures, using *What is it? It's a (pencil).*

Transcript

1 **A:** What is it?
B: It's a backpack.
2 **A:** What is it?
B: It's a desk.
3 **A:** What is it?
B: It's a pen.
4 **A:** What is it?
B: It's a pencil.

Notes

3 Sing. 1•10

- Play the *At School Song* once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions.

At School Song

What is it? It's a chair. A chair, a chair.
What is it? It's a pen. A pen, a pen.
What is it? It's a backpack. A backpack, a backpack.
In the classroom! In the classroom!
What is it? It's a desk. A desk, a desk.
What is it? It's a book. A book, a book.
What is it? It's a pencil. A pencil, a pencil.
In the classroom! In the classroom!

21ST CENTURY SKILLS:

Creativity and innovation
Students learn how to express ideas through music.

4 Draw your favorite school object in the backpack.

- Point to the small picture and ask what the girl is doing (drawing a picture). Point to the girl's picture and ask *What is it?* Elicit the answer *It's a pen.* Tell students that the pen is the girl's favorite school object. Hold up a classroom object and hug it close to you, saying *My favorite school object is my (backpack).*
- Ask students around the class *What's your favorite school object?* Encourage students to choose and name an object.
- Hand out the craft worksheets and make sure students have colored pens.
- Students draw their favorite school objects in the outline of the bag, and then color the item and the bag. Move around the class as students draw, asking *What is it?* When students have finished, they can ask and answer questions about their pictures.

TEACHING TIP

With a less confident class, allow students to just name the item. With a more confident class, encourage them to produce the complete sentence *My favorite object is …*

Finisher

- Play *Kim's game.* See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice

Extra Practice Student Book page 86
Workbook page 5

Lesson 3 pages 10–11

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from Lesson 2.

To practice a short Everyday English role play taken from the story.

Language and structures

Active: *pencil case, ruler, crayon, picture, pen, book, pencil, backpack, desk, chair, What is it? It's a (pen), A crayon, please. OK. Thank you.*

Passive: *watch, act it out, repeat*

Materials

Unit 1 flashcards; Class Audio CD 1; Storycards; Megabyte puppet

Warmer

- Play the *At School Song* from Unit 1 Lesson 2 page 9 1•10 for students to listen and join in with.

1 Watch or listen. 1•11 Act it out.

- Point to the first frame of the story and ask students who they can see in the picture. Point to known items (the pencils, the desk) and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *Where are Lucy and Jack? (In the yard.) What are they doing? (Drawing.) Are they drawing with pens? (No, with pencils.) Are they happy? (Yes.)*

Frame 2: *Who's this? (Point to Megabyte.) What is it? (Point to Megabyte's pencil case.) Are Lucy and Jack happy? (Yes.) Why? (Because Megabyte is a special dog.)*

Frame 3: *What is Megabyte giving Lucy? (A ruler.) Does Lucy want a ruler? (Yes.)*

Frame 4: *Now what is Megabyte giving Jack? (A crayon.) Does Jack want a crayon? (Yes.) Why is he happy? (Because he can color his picture.)*

Frame 5: *What is Lucy showing Megabyte? (A picture.) What can you see in Lucy's picture? (Ice cream.) What can you see in Jack's picture? (Candy.) Is Megabyte happy? (Yes.) Why? (He likes ice cream and candy!)*

Frame 6: *What does Megabyte have? (Lucy's and Jack's pictures.) Are Lucy and Jack angry? (No.) What are Jack and Lucy doing? (Laughing.)*

- Allow students to talk about the story. Ask them how they think Megabyte is different from a normal dog.
- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays and then ask students the questions on the back of the storycards.
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

Story: Let's Draw!

Jack and Lucy: Hello, Megabyte!
Megabyte: Hello!
Jack: What is it, Megabyte?
Megabyte: It's a pencil case.
Lucy: Wow!
Lucy: A ruler, please.
Megabyte: OK.
Lucy: Thank you!
Jack: A crayon, please.
Megabyte: OK.
Jack: Thank you!
Lucy: Look, Megabyte! It's a picture!
Jack: Megabyte, stop!
Megabyte: Thank you! Thank you!
Jack and Lucy: Oh, Megabyte!

Further practice

Workbook page 6

2 Listen and point. Say. 1•12

- Hold up the Megabyte puppet and encourage students to say *Hello, Megabyte!* Introduce the new words with Megabyte using the flashcards or items in the classroom. Hold up or point to the flashcards/items and say the words for students to repeat.
- Play the recording for students to listen and point to the correct items in their books. Play the recording again for students to listen, point, and repeat the words.
- Ask students which items they can see in the story.

Transcript

ruler, pencil case, crayon, picture
crayon, picture, pencil case, ruler

3 Listen. Draw the way to school. 1•13

- Point to the items in the picture and ask students to name them. Explain that the boy is collecting classroom objects on his way to school. Students need to listen and follow the path that leads to the correct items.
- Play the first item on the recording and show students the example line. Play the rest of the recording, pausing for students to draw the route.
- Check answers by asking students to trace the route in their books and name the items they pass.

Transcript

A: What is it? **B:** It's a pencil.
A: What is it? **B:** It's a ruler.
A: What is it? **B:** It's a crayon.
A: What is it? **B:** It's a picture.
A: What is it? **B:** It's a pen.
A: What is it? **B:** It's a pencil case.

4 Listen and repeat. 1•14

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

A: A crayon, please.
B: OK.
A: Thank you.

5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Move around the class as students act out the dialogue in pairs. Encourage students to change the dialogue to make it about different classroom objects.
- Tell students they can use this exchange whenever they want to ask for things in the classroom.

21ST CENTURY SKILLS:
Communication
Students perform an everyday function in English.

Finisher

- Play *Change places*. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice
Extra Practice Student Book page 87
CD-ROM: Vocabulary and Grammar Worksheet Unit 1 Lesson 3
Workbook page 7

Notes

Lesson 4 page 12

Classroom Presentation Tool

Objectives

To present a CLIL concept (Math).

To practice the unit vocabulary and grammar through a CLIL concept.

To talk about a value.

Language and structures

Active: *in, out; The (pen) is in/out of the backpack. It's a (ruler).*

Passive: *check, X, make, play; What is it? We put away our things.*

Materials

Unit 1 flashcards; Class Audio CD 1; CLIL stickers; Our Values sticker; pen; backpack; CLIL Worksheet Unit 1 Lesson 4; sets of classroom objects (pen, pencil, ruler, colored pen); scissors; glue

Warmer

- Play the Everyday English dialogue from Unit 1 Lesson 3 page 11 1.14 again. Hold up one of the unit flashcards, making sure that students can't see it. Invite students to ask you for a classroom item using the Everyday English, e.g. *A (crayon), please.* If the item they ask for matches the flashcard, give it to them, saying *OK* and encourage them to say *Thank you.*

1 Listen and stick. 1•15

- Hold up a pen, and then place it in a backpack. Say *The pen is in the backpack.* Take the pen out of the backpack and say *The pen is out of the backpack.* Repeat, stressing the words *in* and *out*.
- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Then say the words for students to point to the correct stickers.
- Play the recording, pausing after each item and asking students to point to the correct pictures on page 12. Play the recording again for students to listen and stick the stickers in the correct spaces on page 12.
- Ask students to point to the stickers and name the item. Then they say where it is.

Transcript

It's a pencil. It's in the pencil case.
It's a crayon. It's in the pencil case.
It's a ruler. It's out of the pencil case.
It's a book. It's out of the pencil case.

2 Is it in the pencil case? Make a ✓ or an X.

- Point to each of the smaller pictures on the right and ask students to name the items.

1 Lesson 4
Math
1 Listen and stick. 1.15
2 Is it in the pencil case? Make a ✓ or an X.
3 Listen and circle. What is it? 1.16
Our Values
We put away our things.
4 Make a pencil case. Play and say.
12 Vocabulary in, out

- Show students the check mark in the first box. Ask *Is the crayon in the pencil case?* Elicit the answer *Yes.* Make a check on the board and tell students that it means *Yes.* Point to the small picture of the book. Ask *Is the book in the pencil case?* Elicit the answer *No.* Draw an X on the board. Tell students that it means *No.*

3 Listen and circle. What is it? 1•16

- Point to the items in the pictures and ask students *What is it?* Ask students where each item is (in/out of the backpack / pencil case).
- Play the recording for students to listen and point to the items they hear. Then play the recording again, pausing after each item for students to circle it.

Transcript

A: It's in the backpack. B: It's a ruler!
A: It's out of the backpack. B: It's a book!
A: It's in the pencil case. B: It's a pencil.
A: It's out of the pencil case. B: It's a ruler.

4 Make a pencil case. Play and say.

- Hand out the CLIL worksheets. Tell students that they are going to cut out and assemble a pencil case.
- Students take turns placing an item in the pencil case for their partner to guess.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We put away our things.*).
- Ask students to show you how they put away / clean up their things. Congratulate students and award them the value sticker. They stick the sticker in the space on page 12.

Finisher

- Play *Hit the card.* See the Ideas Bank (Teacher's Book page 140) for instructions.

Further practice
Workbook page 8

Review page 13

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *pen, book, pencil, backpack, desk, chair, ruler, pencil case, crayon, picture; What is it? It's a (book). The (crayon) is in/out of the box.*

Passive: *pencil holder, picture dictionary; Is the (crayon) in the pencil holder? Is it a (book)? Where is the ruler?*

Materials

Unit 1 flashcards; Class Audio CD 1; Craft Cut-out Unit 1 Review; ready-made pencil holder (optional); card stock; scissors; glue; colored pens

Warmer

- Play *Mystery flashcard* with the Unit 1 flashcards. See the Ideas Bank (Teacher's Book page 140) for instructions.
- Play a game to practice *in* and *out*. Place a few classroom objects in a box and a few out of the box. Ask students to look at the items. Say a false sentence about one of the items (e.g. *The crayon is in the box.*). Students correct your sentence (e.g. *No! The crayon is out of the box.*).

1 Match and say.

- Point to each of the silhouettes and ask students what each one is. Repeat with the row of pictures below.
- Ask students to point to the two chairs. Show the class the line connecting the two.
- Students complete the activity. Check answers by asking students to show you the connecting lines in their books.

TEACHING TIP

Students can turn their books around to help them identify the silhouettes.

Fast finishers

Ask fast finishers to draw a picture of their backpack and draw items in it. Ask them to tell the class what is in their bag.

2 Make a pencil holder. Play and say.

- Point to the photo and ask what the boy has (a pencil holder). Show students a ready-made pencil holder and how they can put away their colored pens in it.
- Tell students they are going to make a pencil holder. Point to the pictures and ask students what they need to make one (card stock / paper, scissors, glue, colored pens).
- Tell students to turn to page 119 in their Student Books. Model how to make a pencil holder by coloring the classroom objects. Then have them fold the card lengthways into three sections, with a tab on one of the out sections so that the sections can be stuck together to make a triangular tube. Cut tabs at the bottom of the card stock and fold them over, sticking them in place to make the bottom of the pencil holder.
- Make sure students have all the materials. Move around the class offering help if necessary. Ask students questions about their pencil holders, e.g. *What is it? Is it a (book)? Is the pen in the pencil holder?*
- Students can talk about their pencil holders in pairs, saying what items are in the pictures on their pencil holders, and what items are in their pencil holders.

21ST CENTURY SKILLS:

Collaboration

Students learn how to participate in a craft and share ideas and resources.

3 Complete your picture dictionary.

- Tell students to turn to page 82 of their Student Books and look at the Picture Dictionary section for Unit 1.
- Point to each of the pictures and ask students the words.
- Students can then color the items in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *What is it? Is it a (pencil)? Where is the (ruler)?*

Finisher

- Play *Pass the flashcards* with the Unit 1 flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice

Unit 1 Test

Workbook page 9

Unit 2 Fun Colors
Lesson 1 pages 14–15

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review vocabulary from a previous unit.

Language and structures

Active: *green, blue, yellow, white, black, red, crayon; My favorite color is (blue).*

Passive: *Uncle Alex; What's your favorite color?*

Materials

Unit 1 and 2 flashcards; Colors poster; Class Audio CD 1; Megabyte puppet; stickers section; colored pens

Warmer

- Play the *At School Song* from Unit 1 Lesson 2 page 9 1•10 to review the language from the previous unit. Encourage students to do the actions and join in as much as possible.

1 Listen and point. Say. 1•17

- Books closed. Introduce the colors using the Megabyte puppet and the flashcards or poster. Use Megabyte to hold up or point to each color and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the correct colored balloons in the picture. Play the recording again for students to listen, point, and repeat the words.

TEACHING TIP

Use real colored items in the classroom to present the new words.

Transcript

yellow, blue, white, red, black, green
red, green, blue, yellow, black, white

2 Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the color stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 15. When they have finished, ask students to point to the stickers and name the colors.

Fast finishers

Ask fast finishers to draw and color six objects using the colors they have learned, and then tell the class what color each object is.

3 Chant. 1•18

- Play the chant once for students to listen.
- Play the chant again, pointing to colors on the flashcards or the poster as each color is mentioned. Encourage students to do the same in their Student Books.
- Play the chant once more for students to join in and point to the colors mentioned.

Chant

red, red, red
green, green, green
blue, blue, blue
yellow, yellow, yellow
black, black, black
white, white, white

Extension activity

- Hold up a color flashcard and hug it close to you, saying *My favorite color is (blue).*
- Ask students around the class *What's your favorite color?* Encourage students to name a color or come up to the poster and point to and name a color.

Find it!

- Point to Jack's drawing pad and ask students what they can see (a crayon). Ask students to find a crayon in the main picture. (It's in the bush to the right of the girl holding the blue balloon.)
- Tell students to turn to the Picture Dictionary for Unit 2 (Student Book page 82) and find the crayon. Ask students what color the crayon is on Jack's drawing pad (red). Tell students to color the crayon in the Picture Dictionary the same color.

21ST CENTURY SKILLS:

Initiative and self-direction

Students review vocabulary from previous lessons.

Finisher

- Play *Odd one out* with the Unit 1 and 2 flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.

EXTRA VOCABULARY

balloon
color
inventor
machine
ice cream
park

Further practice

CD-ROM: Vocabulary and Grammar
Worksheet Unit 2 Lesson 1
Workbook page 10

Lesson 2 pages 16–17

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To sing a song using the Lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

To talk about a value.

Language and structures

Active: *colors, classroom objects; What color is it? It's (blue).*

Passive: *color, balloons, blow up, ice cream cone; Look! We take care.*

Materials

Unit 2 flashcards; Class Audio CD 1; Craft Worksheet Unit 2 Lesson 2; colored pens; scissors; glue; Our Values sticker

Warmer

- Play the chant from Unit 2 Lesson 1 page 15 1•18 for students to listen and join in as much as possible.

1 Listen and point. Say. 1•19

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the balloon in the picture and ask *What color is it?* Encourage students to reply *It's blue.*
- Point to Lucy's and Jack's clothes and different-colored items around the classroom and ask the question again.

Transcript

Jack: What color is it?
Lucy: It's blue.

21ST CENTURY SKILLS:

Communication
Students learn how to request information in English.

2 Listen and circle. 1•20

- Point to the pictures and ask students to say the colors (and name the items). Help with any colors that students struggle to remember, and reinforce them by pointing to colored items around the classroom and naming the colors.
- Play the recording for students to listen and point to the items they hear. Then play the recording again, pausing after each item for students to circle the correct items.

- Check answers by pointing to each circled item and asking *What color is it?*

Transcript

1 **A:** What color is it?
B: It's yellow.
2 **A:** What color is it?
B: It's green.
3 **A:** What color is it?
B: It's black.
4 **A:** What color is it?
B: It's red.

3 Sing. 1•21

- Play the song once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions.

The Colors Song

Blow, blow, blow up balloons.
What color is it? It's red.
Look! Look! It's red.
What color is it? It's blue.
Look! Look! It's blue.
What color is it? It's yellow.
Look! Look! It's yellow.

Blow, blow, blow up balloons.
What color is it? It's green.
Look! Look! It's green.
What color is it? It's black.
Look! Look! It's black.
What color is it? It's white.
Look! Look! It's white.
Blow, blow, blow up balloons.

4 Color. Make an ice cream cone.

- Point to the small pictures and ask what the girl is doing (making an ice cream cone). Point to the ice cream in the picture and ask *What color is it?* Elicit answers from students around the class.
- Tell students that they are going to make an ice cream cone. Hand out the craft worksheets and make sure students have colored pens, scissors, and glue.
- Students color the parts of the ice cream, and then cut them out and stick them onto a sheet of paper. Move around the class as students work, pointing to colors in their pictures and asking *What color is it?* When students have finished, they can ask and answer questions about their cones.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We take care.*) and tell students that it is good to be careful when we are working.
- Ask students to show you how they use scissors, glue, and pens carefully (closing scissors / putting lids on glue and pens). Congratulate students and award them the value sticker. They stick the sticker in the space on page 17.

Finisher

- Play *Yes or No.* See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice
Extra Practice page 88
Workbook page 11

Notes

Lesson 3 pages 18–19

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from Lesson 2.

To practice a short Everyday English role play taken from the story.

Language and structures

Active: *purple, pink, brown, orange, gray; Look! Good job!*

Passive: *green, blue, yellow, white, black, red; What color is it? It's (blue).*

Materials

Unit 2 flashcards; Class Audio CD 1; Storycards; Megabyte puppet

Warmer

- Play *The Colors Song* from Unit 2 Lesson 2 page 17 1•21 for students to listen and join in with.
- Hold up or point to items and ask *What color is it?* Encourage students to answer *It's (green).*

1 Watch or listen. 1•22 Act it out.

- Point to the first frame of the story and ask students who they can see in the picture. Point to items and ask *What color is it?*
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *Where are Lucy, Jack, and Megabyte? (In Uncle Alex's lab.) What does Uncle Alex have? (A new machine.) What is Lucy holding? (Her tablet.) What's on the tablet? (An ice cream cone.)*

Frame 2: *What can you see on the wall? (An ice cream cone.) What color is the ice cream? (Green.) What can Uncle Alex's machine do? (It can paint different colors.)*

Frame 3: *What is Jack pointing to? (The ice cream on Lucy's tablet.) Is the ice cream red? (No.) Is it green? (Yes.) Is it purple? (Yes.)*

Frame 4: *What color is it? (Point to the paint the machine is painting.) What color is the ice cream now? (Green and purple.) Do Lucy and Jack like Uncle Alex's machine? (Yes.)*

Frame 5: *Is Megabyte excited? (Yes.) Is there a problem? (Yes.) Is Uncle Alex happy? (No.)*

Frame 6: *What color is Megabyte? (Brown.) What color is Jack? (Orange.) What color is Lucy? (Pink.) What color is Uncle Alex? (Gray.) Is Megabyte happy? (No.)*

- Allow students to talk about the story. Ask them what they think Uncle Alex's job is (He's an inventor.).
- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays, and then ask students the questions on the back of the storycards.
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

Story: Wow! Colors!

Alex: What color is it?
Lucy: It's green. Look!
Jack: Wow! Look!
Lucy: Good job!
Alex: What color is it?
Jack: It's purple.
Lucy: Look! It's purple.
Jack: Good job!
Alex: Wow!
Alex: What color is it?
Megabyte: It's orange! It's brown! It's pink! It's gray!
Jack and Lucy: Oh no! Megabyte!

Further practice
Workbook page 12

2 Listen and point. Say. 1•23

- Introduce the new words using the Megabyte puppet and the flashcards or poster. Use Megabyte to hold up or point to each color and say the words for students to repeat.
- Play the recording for students to listen and point to the correct balloons in their books. Play the recording again for students to listen, point, and repeat the words.
- Ask students which colors they can see in the story.

Transcript

purple, pink, brown, orange, gray
pink, gray, purple, brown, orange

3 What's next? Color.

- Point to the pictures and ask students to name each item and to say what color each item is. Explain that each set of pictures is a pattern, and students need to decide which color comes next in each sequence.
- Point to each item in the first set of pictures and ask students the colors. Ask them what color they think comes next (orange). Tell them to color the book orange.
- Move around the class as students complete the rest of the activity, offering help if necessary. Check answers by asking students what color the last item in each row is.

21ST CENTURY SKILLS:
Critical thinking and problem-solving
Students learn to recognize patterns.

4 Listen and repeat. 1•24

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

A: Look!
B: Good job!

5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Move around the class as students act out the dialogue in pairs. Encourage students to point to or hold up different items as they act out the dialogue.
- Tell students they can use this exchange whenever they show their work or look at a friend's work.

Finisher

- Play *Four in a row.* See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice

Extra Practice Student Book page 89
CD-ROM: Vocabulary and Grammar Worksheet Unit 2 Lesson 3
Workbook page 13

Notes

Lesson 4 page 20

Classroom Presentation Tool

Objectives

To present a CLIL concept (Art).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *colors; It's (gray).*

Passive: *elephant, orange, leaf, pig; What color is it?*

Materials

Unit 2 flashcards; Class Audio CD 1; CLIL stickers; CLIL Worksheet Unit 2 Lesson 4; colored pens; paints and paintbrushes (optional)

Warmer

- Play *Tic-Tac-Toe* with all of the color flashcards. See Ideas Bank (Teacher's Book page 141) for instructions.
- Play the Everyday English dialogue from Unit 2 Lesson 3 page 19 1.24 again and encourage students to act out their dialogues.

1 Listen and stick. 1•25

- Explain to students that we make some colors by mixing other colors together. For example, we make green by mixing blue and yellow. Ask students what color they think we can make by mixing red and white / black and white / blue and red / red and yellow. Tell students the answers if they can't guess (pink/gray/purple/orange).
- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Encourage students to name the colors. Then say the colors for students to point to the correct stickers.
- Play the recording, pausing after each item and asking students to point to the correct pictures on page 20. Play the recording again for students to listen and stick the stickers in the correct spaces on page 20.
- Ask students to point to the stickers and name the colors.

TEACHING TIP

Use colored paints to show students how to mix colors. Mix red and white, red and yellow, black and white, blue and yellow, and blue and red. Ask students to name the colors you make.

Transcript

1 Blue and yellow. It's green.
2 Red and blue. It's purple.
3 Red and white. It's pink.
4 Black and white. It's gray.

2 Look and color.

- Point to each of the paint tubes and ask students to name the colors. Ask students what color each pair of paints will make.
- Students color the pictures. Point to each of the paints and ask *What color is it?* Encourage students around the class to answer.

21ST CENTURY SKILLS:

Critical thinking and problem-solving
Students think about cause and effect (what makes different colors).

3 Look and color. Point and say.

- Stick the flashcards for red and white on the board and ask students to tell you what color these colors make. Stick the flashcard for pink on the board.
- Repeat the process with the blue and yellow, black and white, red and yellow, and blue and red flashcards. Ask individual students to come to the front of the class and stick the correct flashcards on the board to show the blended colors.
- Hand out the CLIL worksheets. Point to the pictures and ask students to name the items (*elephant, orange, leaf, pig*). Ask students what color each item usually is (*gray, orange, green, pink*). Tell students to put a blob of the correct color in each picture.
- Point to the elephant. Ask students what colors we mix to make gray. Elicit the answer *black and white*. Repeat for the remaining items.
- Students color their worksheets. Then they point to each picture and say what color it is, and what two colors make that color.

Finisher

- Play *Picture Bingo* to practice the colors. Students draw four colored balloons. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice
Workbook page 14

Review page 21

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *colors; What color is it? It's (red).*

Passive: *circle, differences, make, colors wheel, play, say, picture dictionary, ball, ice cream*

Materials

Unit 2 flashcards; Class Audio CD 1; Craft Cut-out Unit 2 Review; ready-made colors wheel (optional); card; scissors; paper fasteners; reusable adhesive; colored pens; a bag

Warmer

- Play *Guess the flashcard*. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Circle the differences.

- Hold up your book and point to items in each picture in turn and ask students what color each item is.
- Ask students if they can see any differences between the two pictures. Prompt students, if necessary, by pointing to the ball next to the see-saw in each picture.
- Students complete the activity by circling the differences. Move around the class offering help if necessary by asking *What color is it?*
- Check answers by pointing to items in picture 1 and asking students what colors they are and the corresponding items in picture 2.

2 Make a colors wheel. Play and say.

- Tell students they are going to make a colors wheel. Show students a ready-made colors wheel. Turn the top circle to show the different-colored balloons. Ask students *What color is it?*
- Point to the pictures and ask students what they need to make a colors wheel (card stock / paper, scissors, a paper fastener, reusable adhesive, colored pens).
- Tell students to turn to page 117 in their Student Books. Model how to make a colors wheel by coloring the balloons, cutting out the two circles, and joining them (one on top of the other) with a paper fastener. Stick the paper fastener with some reusable adhesive so that the colors wheel stays in place.
- Make sure students have all the materials. Move around the class offering help if necessary. Ask students questions about their colors wheels, e.g. *What color is it? Is this (green)?*
- Students can talk about their colors wheels in pairs, saying what colors the balloons are.

3 Complete your picture dictionary.

- Tell students to turn to page 82 of their Student Books and look at the Picture Dictionary section for Unit 2.
- Point to each of the pictures and ask students to name the colors.
- Students complete coloring the items in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *What color is it? Is it (blue)?*

Fast finishers

Ask fast finishers to choose a color and draw pictures of as many items they can think of that are that color.

Extension activity

- Place colored pens or pencils (or other small items) in a bag.
- Invite a student to take an item from the bag and hold it up. Ask *What color is it?* The student answers *It's (green)*. Repeat with other students.
- If you like, you can play this as a game in two teams, awarding one point for each correct answer.

Finisher

- Play *The Colors Song* from Unit 2 Lesson 2 page 17 1•21 for students to listen, do the actions, and join in as much as possible.

Further practice

Unit 2 Test
Workbook page 15

Culture 1
Our Art Class pages 22–23

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To think about what happens in art class.

To review the vocabulary from Units 1 and 2.

Language and structures

Active: *paint, glue, yarn, paper, colors, classroom objects*

Passive: *art class; What is it? What color is it?*

Materials

Class Audio CD 1; Megabyte puppet; colored pens; one sheet of paper per student

Warmer

- Play *Colors* to practice the vocabulary from Units 1 and 2. See Ideas Bank (Teacher's Book page 141) for instructions.

1 Listen and point. Say. 1•26

- Introduce the new words using the Megabyte puppet. Point to the pictures and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.

Transcript

paint, glue, yarn, paper
paper, glue, paint, yarn

2 Listen and point. 1•27 Match and color.

- Point to the four pictures at the bottom of the page in turn and ask students to say the words. Ask students if they can find the same items in the photo.
- Play the recording for students to listen and point to the correct items in the photo.
- Show students the example line leading from the picture of the yarn to the yarn in the photo. Point to the photo and ask *What color is it?* Elicit the answer (yellow and blue). Tell students to color the picture of the yarn the same color as in the photo.
- Move around the class as students complete the activity and ask questions, e.g. *What is it? What color is it?*
- Check answers by pointing to each outline and asking *What color is it?* Elicit answers from students around the class.

21ST CENTURY SKILLS:

Information literacy

Students learn to recognize the same items shown in different ways.

Transcript

A: What is it? **B:** Paint.
A: What is it? **B:** Glue.
A: What is it? **B:** Yarn.
A: What is it? **B:** Paper.

Culture note

The Ashmolean Museum in Oxford is one of many museums in the UK with a fun program of arts-and-craft activities for students. Students can explore and learn about the collections through drawing, painting, and making things. Students of five and up can also participate in the national Arts Award program by finding out about artists, creating their own art, and sharing their work in a portfolio. Upon completion, students are awarded a certificate.

3 Follow and draw.

- Point to each of the smaller pictures on the left and ask students to name the items.
- Follow the blue line from the glue with your finger and encourage students to copy you and point to the picture frame the line leads to. Tell students to draw a picture of some glue in the boy's picture frame.
- Move around the class as students complete the rest of the activity. Point to the pictures and ask *What is it?* Encourage students to say the new words.
- Check answers by asking students to point to each picture frame and say the correct word.

4 Draw your art class.

- Point to the picture at the bottom of the page and ask students what they can see (pictures, paint, a boy). Elicit where the boy is (art class).
- Give students a piece of paper each and tell them that they are going to draw a picture of their art class for a class display. Tell them to think about what things they can find in their art class. Elicit suggestions from students around the class.
- Move around the class as students draw their pictures, asking questions, e.g. *What is it? What color is it?*
- Invite confident students to show their pictures to the class, pointing to, and naming the items in their picture.

Finisher

- Play *Draw and guess* to practice the vocabulary from Unit 1 and the new art words. See Ideas Bank (Teacher's Book page 141) for instructions.

Notes

Unit 3 Cool Toys!
Lesson 1 pages 24–25

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review vocabulary from a previous unit.

Language and structures

Active: *ball, scooter, kite, doll, teddy, bike, backpack, green*

Passive: *What color is it?*

Materials

Unit 3 flashcards; Class Audio CD 1; Megabyte puppet; stickers section; colored pens

Warmer

- Play *The Colors Song* from Unit 2 Lesson 2 page 17 1•21. Encourage students to point to colored items in the classroom (or in the Student Book) as each color is mentioned.

1 Listen and point. Say. 1•28

- Books closed. Introduce the new words using the Megabyte puppet and the flashcards. Use Megabyte to hold up or point to the flashcards and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the items in the picture. Play the recording again for students to listen, point, and repeat the words.

Transcript

doll, ball, kite, teddy, bike, scooter
scooter, kite, ball, bike, teddy, doll

2 Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the toy stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 25. When they have finished, ask students to point to the stickers and say the words.

21ST CENTURY SKILLS:

Initiative and self-direction

Students reflect on the new vocabulary they have learned.

Fast finishers

Ask fast finishers to draw a picture of their favorite toy. Then they tell the class what their favorite toy is and what color it is.

3 Chant. 1•29

- Play the chant once for students to listen.
- Play the chant again, pointing to the flashcards for the toys as they are mentioned. Encourage students to do the same in their Student Books.
- Play the chant once more for students to join in and point to the items mentioned.

Chant

ball, ball, ball
scooter, scooter, scooter
kite, kite, kite
doll, doll, doll
teddy, teddy, teddy
bike, bike, bike

Find it!

- Point to Lucy's tablet and ask students what they can see (a backpack). Ask students to find a backpack in the main picture. (There's a purple and pink backpack behind the scooter.)
- Tell students to turn to the Picture Dictionary for Unit 3 (Student Book page 83) and find the backpack. Ask students what color the backpack is on Lucy's tablet (green). Tell students to color the backpack in the Picture Dictionary the same color.

Finisher

- Play *Little by little*. See Ideas Bank (Teacher's Book page 140) for instructions.

EXTRA VOCABULARY

car
game
party
puppet
puzzle
soccer ball

Further practice

CD-ROM: Vocabulary and Grammar Worksheet Unit 3 Lesson 1
Workbook page 18

Notes

Lesson 2 pages 26–27

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To sing a song using the Lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *toys, colors; It's a (red) (ball). It's a (green) (kite).*

Passive: *party, fun; Here's a present for you. Thank you, What is it? What color is it?*

Materials

Unit 3 flashcards; Class Audio CD 1; Craft Worksheet Unit 3 Lesson 2; colored pens; scissors

Warmer

- Play the chant from Unit 3 Lesson 1 page 25 1•29 for students to listen and join in as much as possible.

1 Listen and point. Say. 1•30

- Ask students what toy each character has and what color each toy is.
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the ball in the picture and ask *What is it?* Encourage students to reply *It's a ball.* Ask *What color is it?* Encourage students to reply *It's red.* Say *Yes! It's a red ball.* Encourage students to repeat. Repeat the process for the green kite.
- Hold up known classroom objects, or the flashcards for toys. Ask *What is it?* and encourage students around the class to answer *It's a (blue) (pen).*

Transcript

Jack: It's a red ball.
Lucy: It's a green kite.

2 What's next? Draw.

- Point to the pictures and ask students to name each item and the color. Explain that each set of pictures is a pattern, and students need to decide which item comes next in each sequence.
- Point to each item in the first set of pictures and ask students to make sentences, e.g. *It's a (blue) (scooter).* Ask students what they think comes next (a yellow ball).
- Move around the class as students complete the rest of the activity, offering help if necessary. Check answers by asking students what items they have drawn and colored.

Notes

3 Sing. 1•31

- Play the song once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions.

Party Fun! Song

Party fun! Party fun! Here's a present for you!
… It's a blue ball! Thank you!
Yes, a blue ball for you!
… It's a green teddy! Thank you!
Yes, a green teddy for you!
… It's a black bike! Thank you!
Yes, a black bike for you!
… It's a yellow doll! Thank you!
Yes, a yellow doll for you!
… It's a white scooter! Thank you!
Yes, a white scooter for you!
… It's a red kite! Thank you!
Yes, a red kite for you!

4 Make a present. Play and say.

- Point to the small pictures and ask students what the student is doing (coloring a kite blue, wrapping up the kite).
- Tell students that they are going to make a present to give to a friend. Hand out the craft worksheets and make sure students have colored pens and scissors.
- Students draw and color a toy, and then cut it out and wrap it up. They can decorate the wrapping. They swap presents with a partner, open their presents, and say what is inside (e.g. *It's a red kite.*).
- Confident students can act out exchanges, as in the song (e.g. *A: Here's a present for you. B: It's a red kite! Thank you!*).

21ST CENTURY SKILLS:
Collaboration
Students practice interacting in pairs.

Finisher

- Play *Mystery flashcard*. See Ideas Bank (Teacher's Book page 140) for instructions. Encourage students to say what color items they have drawn.

Further practice
Extra Practice Student Book page 90
Workbook page 19

Lesson 3 pages 28–29

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from Lesson 2.

To practice a short Everyday English role play taken from the story.

Language and structures

Active: *plane, train, boat, helicopter, toys, colors; It's your turn. Thanks! It's a (green) (boat).*

Passive: *follow; What is it? Cool! Good job! Hurray!*

Materials

Unit 3 flashcards; Class Audio CD 1; Storycards; Megabyte puppet

Warmer

- Play the *Party Fun! Song* from Unit 3 Lesson 2 page 27 1•31 for students to listen and join in with.

1 Watch or listen. 1•32 Act it out.

- Point to the first frame of the story and ask students who they can see in the picture. Point to the ball in the games machine and ask students what it is (a ball).
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *Where are Lucy, Jack, and Megabyte? (In town. / At an amusement arcade.) What is Lucy doing? (Playing a game.) Are Lucy and Jack happy? (Yes.) Is Megabyte happy? (Yes.)*

Frame 2: *Does Lucy win the game? (Yes.) Does she get a prize? (Yes.) What is it? (A train.) What color is it? (Green.) Is she happy? (Yes.) Does Megabyte want to play the game? (Yes.)*

Frame 3: *Can Megabyte play? (No.) Whose turn is it? (Jack's.) Is Megabyte happy? (No.)*

Frame 4: *What does Jack get? (A helicopter.) What color is the helicopter? (Black.) How does Jack feel? (Happy.) Whose turn is it? (Megabyte's.) Can you see Megabyte? (Students' own answers.)*

Frame 5: *Can you see Megabyte now? (Yes.) Where is he? (In the games machine.) Are Lucy and Jack happy? (No. They're surprised.)*

Frame 6: *What are Lucy and Jack doing? (They're playing the game.) What is the prize? (Megabyte.) Is Megabyte scared? (No.) Do Lucy and Jack win the game? (Yes.)*

- Allow students to talk about the story. Ask them where Megabyte is at the end of the story.
- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays and then ask students the questions on the back of the storycards.
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

21ST CENTURY SKILLS:

Communication
Students practice expressing and interpreting ideas, thoughts, and feelings orally.

Story: A Funny Toy!

Jack: Good job, Lucy!
Lucy: Yes! Wow! It's cool!
Jack: What is it?
Lucy: It's a green train!
Megabyte: It's my turn!
Lucy: No, Megabyte!
Lucy: It's your turn, Jack!
Jack: Yes, thanks.
Lucy: What is it?
Jack: It's a black helicopter!
Lucy: Cool! Megabyte, it's your turn …
Jack: Oh! It's Megabyte!
Lucy: Oh no!
Jack and Lucy: Yes! Hurray! Look!
Megabyte: Good job!
Jack and Lucy: Oh! Megabyte!

Further practice

Workbook page 20

2 Listen and point. Say. 1•33

- Introduce the new words using the Megabyte puppet and the flashcards. Hold up or point to the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the correct items in their books. Play the recording again for students to listen, point, and repeat the words.
- Ask students which toys they can see in the story (*helicopter, train, plane, boat*).

Transcript

plane, train, boat, helicopter
boat, helicopter, train, plane

3 Listen and follow. 1•34

- Point to the items in the picture and ask students to name them. Explain that the boy is collecting toys on his way to the toy box. Students need to listen and draw the route that leads to the toy box.
- Play the first item and show students the example. Play the rest of the recording, pausing for students to draw the route.
- Check answers by asking students to trace the route in their books, saying the name of each item.

Transcript

It's a white helicopter.
It's a green plane.
It's a yellow boat.
It's a red helicopter.
It's a black plane.
It's a purple train.

4 Listen and repeat. 1•35

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

A: It's your turn.
B: Thanks!

5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Move around the class as students act out the dialogue in pairs. Tell students they can use this exchange whenever they are playing a game.

Finisher

- Play *Mime the word.* See Ideas Bank (Teacher's Book page 140) for instructions. Students can mime playing with a toy or being (on) a vehicle.

Further practice

Extra Practice Student Book page 91
CD-ROM: Vocabulary and Grammar Worksheet Unit 3 Lesson 3
Workbook page 21

Notes

Lesson 4 page 30

Classroom Presentation Tool

Objectives

To present a CLIL concept (Science).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *wood, metal, plastic; toys; It's your turn. Thanks! It's a (doll). It's (plastic).*

Passive: *poster; This is (wood).*

Materials

Unit 3 flashcards; Class Audio CD 1; CLIL stickers; wood, metal, and plastic items (optional); CLIL Worksheet Unit 3 Lesson 4; pencils; colored pens; magazines, catalogues, and leaflets; scissors; glue

Warmer

- Play the Everyday English dialogue from Unit 3 Lesson 3 page 29 1.35 again and encourage students to act out their dialogues.
- Play *Which one is missing?* See Ideas Bank (Teacher's Book page 140) for instructions. Encourage students to take turns and to use the Everyday English dialogue.

1 Listen and stick. 1•36

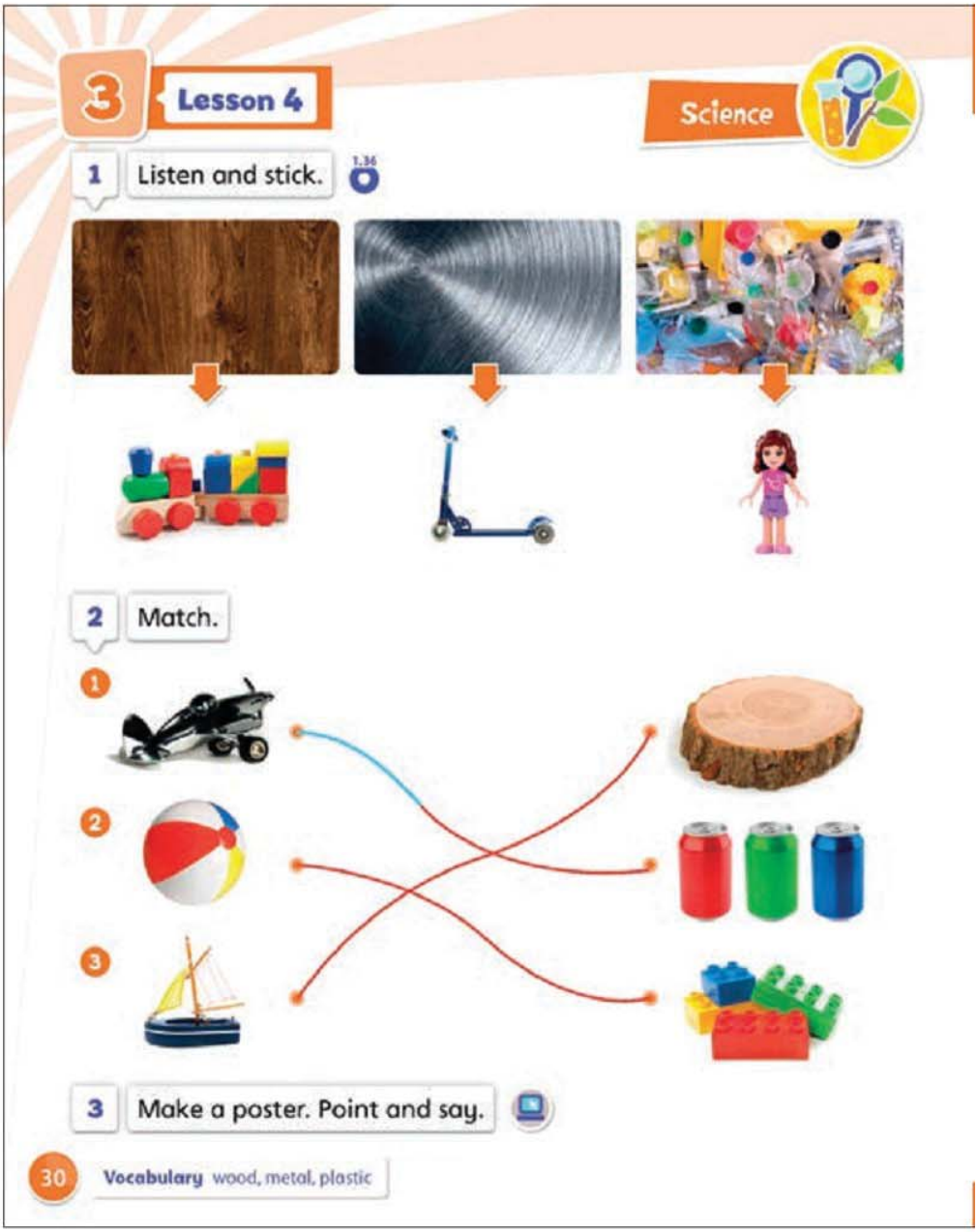
- If you have brought wood, metal, and plastic items to class, you can use them to teach the words *wood, metal,* and *plastic*. Hold up the items, tap them, and show them to students as you say the words. Encourage students to repeat the words.
- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Encourage students to name the toys. Then say the materials for students to point to the correct stickers. Then point to the stickers and encourage students to say the material.
- Play the recording, pausing after each item and asking students to point to the correct pictures on page 30. Play the recording again for students to listen and stick the stickers in the correct spaces on page 30.
- Ask students to point to the stickers and name the toy and the material, e.g. *It's a (train). It's (wood).*

Transcript

This is wood. Wood.
Look! It's a train. It's wood.

This is metal. Metal.
Look! It's a scooter. It's metal.

This is plastic. Plastic.
Look! It's a doll. It's plastic.



2 Match.

- Point to each of the items and ask students what each one is and whether it is wood, metal, or plastic.
- Ask students if they can see two metal items. Students point to the plane and the cans. Show the class the line connecting the two items.
- Students complete the activity. Check answers by asking students to show you the connecting lines in their books.

3 Make a poster. Point and say.

- Hand out the CLIL worksheets. Point to each of the shapes and ask students to name the material (plastic, metal, wood). Point to each of the items in the banner and ask students what each item is made of.
- Students use the template to make a collage of items made of the three materials. They can draw or stick pictures of toys and classroom objects that are made of metal, plastic, or wood in the correct shapes.
- Ask students to point to items on their posters and say, e.g. *It's a doll. It's plastic.* Students can practice talking about their posters in pairs or small groups.

TEACHING TIP

If you don't have access to all the materials and you want students to start the project in class and finish it at home, you can brainstorm together, using vocabulary from Units 1 and 3. Students can make notes by drawing items on the poster in pencil. They can then look for pictures of the items at home.

Finisher

- Play *Yes or No*. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice
Workbook page 22

Review page 31

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

To talk about a value.

Language and structures

Active: *wood, metal, plastic, toys, colors; It's a (pink) (doll).*

Passive: *toys spinner, picture dictionary; What color is it? Is it (a boat)? We take turns.*

Materials

Unit 3 flashcards; Class Audio CD 1; Our Values sticker; Craft Cut-out Unit 3 Review; ready-made toys spinner (optional); card; scissors; glue; pencils; colored pens; small wood, metal, or plastic items; bag

Warmer

- Play *Fast flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Find and color.

- Point to each of the small pictures on the right and ask students what each one is and what color it is.
- Tell students that they need to find the items in the main picture and color them to match the small pictures. Show the class the example doll.
- Students complete the activity. Check answers by asking students to show you the colored shapes in their books and say *It's a (pink) (doll).*

2 Make a toys spinner. Play and say.

- Point to the photo and ask students what they can see (spinners). Show students a ready-made spinner and ask them what they can see on each side (colors and toys). Spin the spinner and see what toy it lands on. Ask students to name the toy and say what color it is.
- Tell students they are going to make toys spinners. Point to the pictures and ask students what they need to make one (card stock / paper, scissors, glue, a pencil, colored pens).
- Tell students to turn to page 115 in their Student Books. Model how to make the toys spinner by coloring the pictures of the toys, and then cutting out the spinner shape and sticking it onto a piece of card stock. Push a pencil through the center of the spinner. Repeat with the spinner for the color segments.
- Ask students about their toys spinners, e.g. *What is it? Is the teddy blue?*
- Students can play with their toys spinners in pairs, taking turns to spin the spinner and name the item it lands on. Encourage students to use the Everyday English dialogue from Lesson 3 as they play.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We take turns.*) and tell students that it is good to take turns and share.
- Ask students to show you how they take turns playing with their toys spinners. Congratulate students and award them the value sticker. They stick the sticker in the space on page 31.

3 Complete your picture dictionary.

- Tell students to turn to page 83 of their Student Book and look at the Picture Dictionary section for Unit 3.
- Point to each of the pictures and ask students the words.
- Students can then color the items in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *Is it a (boat)? What color is it?*

Finisher

- Play the *Party Fun! Song* from Unit 3 Lesson 2 page 27 1•31 for students to listen, do the actions, and join in as much as possible.

Further practice

Unit 3 Test

Workbook page 23

Unit 4 Let's Count!
Lesson 1 pages 32–33

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review vocabulary from a previous unit.

Language and structures

Active: *one, two, three, four, five, six, ball, yellow*

Passive: *count*

Materials

Unit 4 flashcards; Numbers poster; Class Audio CD 1; Megabyte puppet; stickers section; colored pens

Warmer

- Play the *Party Fun! Song* from Unit 3 Lesson 2 page 27 1•31 to review the language from the previous unit. Encourage students to do the actions and join in as much as possible.

1 Listen and point. Say. 1•37

- Books closed. Introduce the numbers using the Megabyte puppet and the flashcards or poster. Use Megabyte to hold up or point to each number and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the correct numbers in the main picture. Play the recording again for students to listen, point, and repeat the numbers.

TEACHING TIP

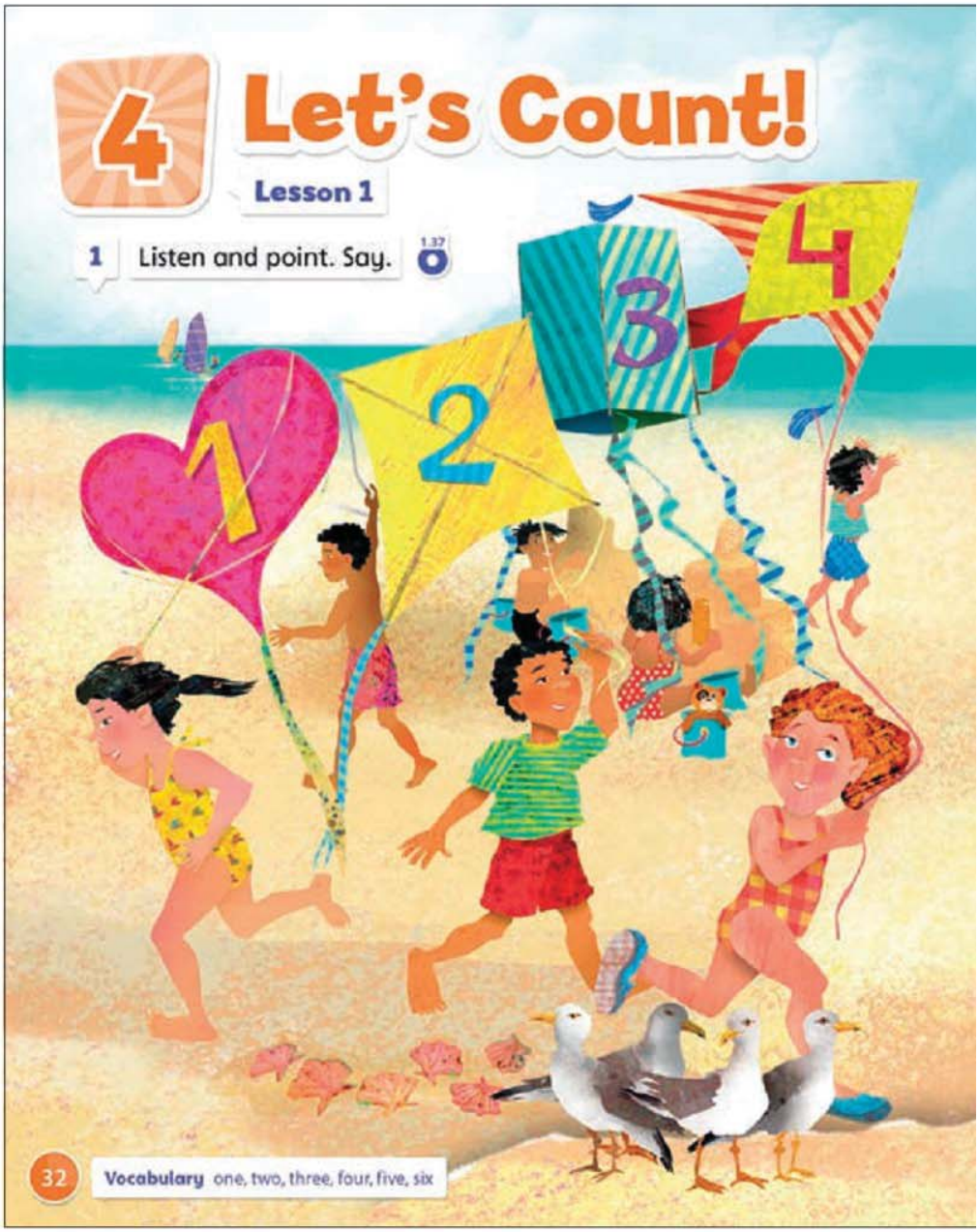
Write the numbers on the board. Draw the correct number of balls under each number and count them after presenting each number word.

Transcript

one, two, three, four, five, six
six, three, one, five, two, four

2 Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the number stickers 1 to 6 in turn. Encourage students to say the numbers. Then say the numbers for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 33. When they have finished, ask students to point to the stickers and say the numbers.



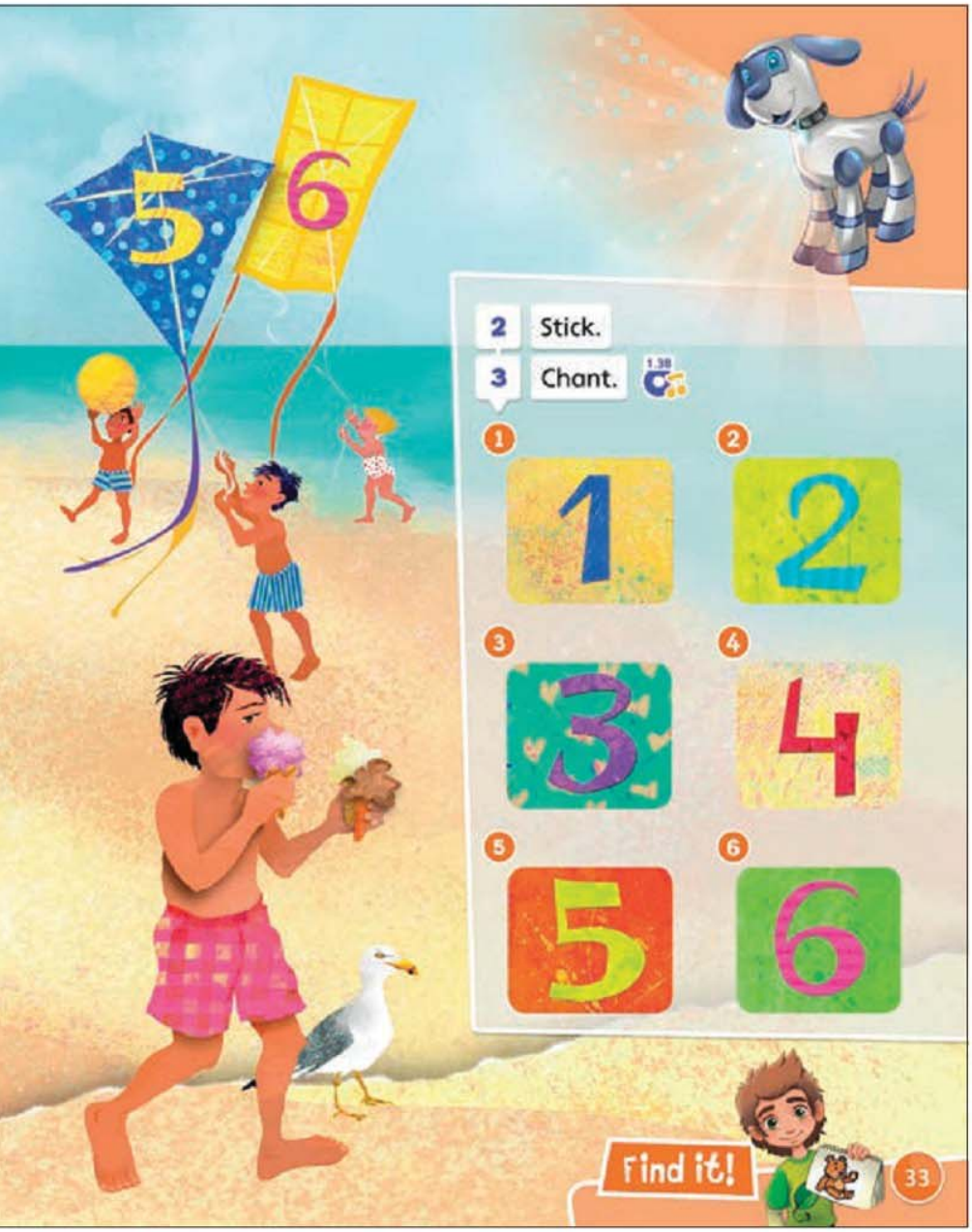
21ST CENTURY SKILLS:

Communication

Students learn to match the sound of the number to its numerical form.

Fast finishers

Ask fast finishers to draw and color a number of balls (or other objects) between 1 and 6. Then they show the class and say the correct number.



3 Chant. 1•38

- Play the chant once for students to listen.
- Play the chant again, pointing to numbers on the flashcards or the poster as each number is mentioned. Encourage students to do the same in their Student Books.
- Play the chant once more for students to join in and point to the numbers mentioned.

Chant

one, one, one
two, two, two
three, three, three
four, four, four
five, five, five
six, six, six

Extension activity

- Say a number (between 1 and 6) and invite a student to collect that number of pens from your pencil holder and give them to you. Encourage the student to say, e.g. *(Six) pens.* Repeat with different numbers and students, and different objects.

Find it!

- Point to Jack's drawing pad and ask students what they can see (a teddy). Ask students to find a teddy in the main picture. (There is a teddy in a blue bucket.)
- Tell students to turn to the Picture Dictionary for Unit 4 (Student Book page 83) and find the teddy. Ask students what color the teddy is on Jack's drawing pad (brown). Tell students to color the teddy in the Picture Dictionary the same color.

Finisher

- Play *Four in a row.* See Ideas Bank (Teacher's Book page 141) for instructions.

EXTRA VOCABULARY

beach
count
number
ocean
sandcastle
swimming suit

Further practice

CD: ROM: Vocabulary and Grammar Worksheet Unit 4 Lesson 1
Workbook page 24

Notes

Lesson 2 pages 34–35

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To sing a song using the Lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *numbers 1 to 6, toys; How many (balls)? (Three.)*

Passive: *dice, number, dancing, desk*

Materials

Unit 4 flashcards; Class Audio CD 1; Numbers poster; Craft Worksheet Unit 4 Lesson 2; ready-made dice (optional); colored pens; scissors; glue

Warmer

- Play the chant from Unit 4 Lesson 1 page 33 1•38 for students to listen and join in as much as possible.

> **TEACHING TIP**
> Ask students to point to the correct numbers on the numbers poster as they say the chant.

1 Listen and point. Say. 1•39

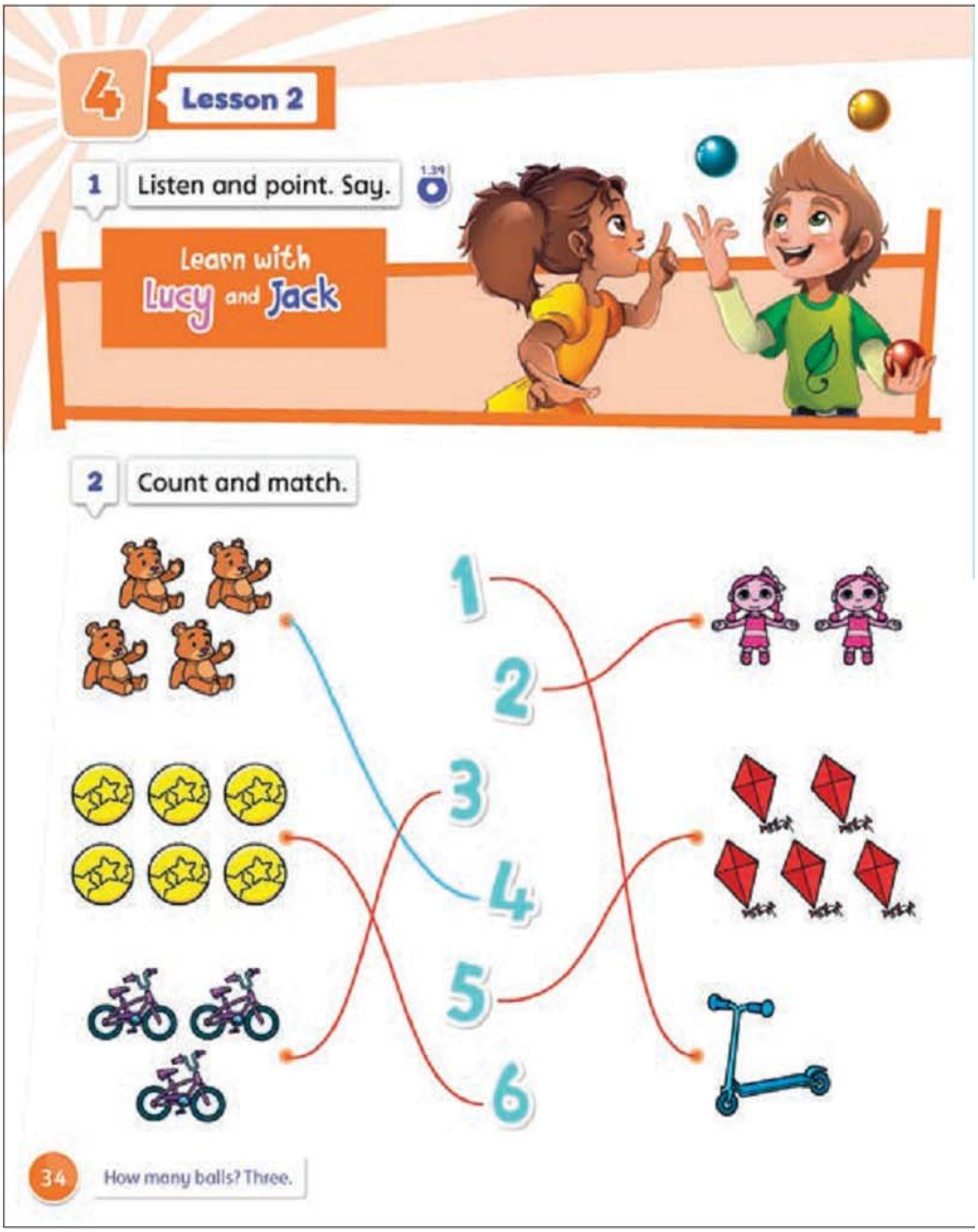
- Ask students what toy Lucy and Jack are playing with.
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the balls in the picture and ask *How many balls?* Encourage students to reply *Three.*
- Hold up four pens and ask *How many pens?* Encourage students to answer *Four.* Repeat, holding up different numbers of pens each time.

Transcript

Lucy: How many balls?
Jack: Three.

2 Count and match.

- Point to the numbers and ask students the words. Say any numbers that students struggle to remember, and reinforce them by counting up to that number.
- Point to each group of pictures and ask *How many (teddies)?* Encourage students to count aloud to find the answers.
- Show students the example line from the teddies to the number 4. Tell students to match the pictures to the correct numbers in the same way. Move around the class as students work, offering help if necessary.
- Check answers by pointing to each group of pictures and asking *How many (dolls)?* Encourage students to say the numbers, and then show you the lines in their books.



> **21ST CENTURY SKILLS:**
> **Information literacy**
> Students learn how to connect visual data to numbers.

3 Sing. 1•40

- Play the song once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions.

Number Rhumba Song

How many crayons? How many crayons?
Do the number rhumba. Count with me.

One … two … three. Hey, number rhumba!
Four … five … six. Hey, number rhumba!
One … two … three. Hey, number rhumba!
Four … five … six. Hey, number rhumba!

One … two … three … four … five … six.
One … two … three … four … five … six.

Hey, number rhumba! Hey, number rhumba!

Hey, number rhumba! Hey, number rhumba!

How many crayons? How many crayons?
Six crayons dancing on my desk.

4 Make a dice. Count.

- Point to the small pictures and ask students what the boy is doing (making a dice).
- Tell students that they are going to make a dice. Hand out the craft worksheets. Show students a ready-made dice. Model how to make one by coloring in the items on each face of the dice, then cutting out the template, and folding and sticking the sides together to make a cube.

> **TEACHING TIP**
> You may want to go through step-by-step with the class to show them how to put together the cube.

- Make sure students have colored pens, scissors, and glue. Move around the class as students work to make their dice. Point to items on the dice and ask *How many balls?*
- When students have finished, they can roll their dice and ask and answer questions about the number of items shown.

Finisher

- Play *Hit the card*. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice
Extra Practice Student Book page 92
Workbook page 25

Notes

Lesson 3 pages 36–37

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from Lesson 2.

To practice a short Everyday English role play taken from the story.

To talk about a value.

Language and structures

Active: *numbers 1 to 10, toys, colors; Please help. OK!*

Passive: *How many (planes)? Stop! Look! We help others.*

Materials

Unit 4 flashcards; Class Audio CD 1; Storycards; Megabyte puppet; Our Values sticker

Warmer

- Play the *Number Rhumba Song* from Unit 4 Lesson 2 page 35 1•40 for students to listen and join in with.

1 Watch or listen. 1•41 Act it out.

- Point to the first frame of the story and ask students to name some of the items (*ruler, pencil, doll, ball, pen*).
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *Where are Lucy, Jack, and Megabyte? (In the yard.) What are they doing? (Playing store.) What can you see on the table? (Pencils, rulers, dolls, pens, balls.) How many dolls are there? (Six.) How many balls? (Three.)*

Frame 2: *How many friends can you see? (Two.) What does the girl have? (A doll.) How many pencils does the boy have? (Two.) Is Megabyte helping Lucy and Jack? (No.) Is Jack happy? (No.)*

Frame 3: *What do the girls have? (A doll and a ruler.) What color is the ruler? (Blue.) What is Megabyte doing? (Playing with the table.) Is he helping? (No.) Is Lucy happy? (No.)*

Frame 4: *Are Lucy and Jack happy? (No.) Are the balls and rulers on the table? (No.)*

Frame 5: *Where are the balls? (On the ground.) Where are the pencils? (On the ground.) Can you see Megabyte? (No.) How do Lucy and Jack feel? (Worried.)*

Frame 6: *Who is Jack looking at? (Megabyte.) Where is Megabyte? (He's in the tablecloth.) Are Lucy and Jack angry? (No.) Are Lucy and Jack helping Megabyte? (Yes.)*

- Allow students to talk about the story. Ask them if Megabyte was a good dog.
- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays and then ask students the questions on the back of the storycards.
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

Story: Play Store!

Lucy: How many dolls? Six. How many rulers? Seven. How many pencils? Ten.
Jack: Megabyte, please help.
Lucy: How many pencils?
Boy: Two, please.
Jack: Megabyte, no! Please help.
Jack: How many dolls?
Girl: One, please.
Lucy: Megabyte, stop!
Lucy: Oh no!
Lucy: Oh no! Look! Megabyte?
Jack: Megabyte! Megabyte!
Jack: Look!
Megabyte: Please help.
Lucy: OK, Megabyte.

Further practice
Workbook page 26

2 Listen and point. Say. 1•42

- Introduce the new numbers using the Megabyte puppet and the flashcards. Hold up or point to the flashcards and say the numbers for students to repeat.
- Play the recording for students to listen and point to the correct numbers in their books. Play the recording again for students to listen, point, and repeat the numbers.
- Ask the class to count to ten in English with Megabyte.

Transcript

seven, eight, nine, ten
ten, seven, nine, eight

3 Count and circle.

- Point to the pictures and ask students to name them (*plane, ball, train, crayon*). Point to the numbers and ask students to say them.
- Explain that students need to count the items in each row and circle the correct number. Count the planes with the class. Ask *How many planes?* Elicit the answer *Seven* and show students the circled number.
- Move around the class as students complete the rest of the activity. Help students to count the items if necessary.
- Check answers by asking *How many (balls)?* and encouraging students to say the numbers and point to the circled numbers in their books.

4 Listen and repeat. 1•43

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

A: Please help. **B:** OK!

5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Move around the class as students act out the dialogue in pairs. Encourage students to pretend they need help (opening a bag or taking the lid off a pen) as they act out the dialogue.
- Tell students they can use this exchange whenever they need help with something from another person.

21ST CENTURY SKILLS:

Social and cross-cultural interaction
Students learn the value of helping each other.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We help others.*) and tell students that it is good to help other people.
- Ask students to show you how they help each other (cleaning up their desks / gathering materials / finding things). Congratulate students and award them the value sticker. They stick the sticker in the space on page 37.

Finisher

- Play *Missing numbers.* See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice

Extra Practice Student Book page 93
CD-ROM: Vocabulary and Grammar Worksheet Unit 4 Lesson 3
Workbook page 27

Notes

Lesson 4 page 38

Classroom Presentation Tool

Objectives

To present a CLIL concept (Math).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *equals, plus; numbers 1 to 10, toys; How many (chairs)? It's your turn. Thanks!*

Materials

Unit 4 flashcards; Class Audio CD 1; CLIL stickers; CLIL Worksheet Unit 4 Lesson 4; prepared CLIL Worksheet (optional); scissors; pens

Warmer

- Play *Walk to the card.* See Ideas Bank (Teacher's Book page 140) for instructions.
- Play the Everyday English dialogue from Unit 4 Lesson 3 page 37 1•43 again and encourage students to act out their dialogues. Tell students to use these phrases whenever they need/give help.

1 Stick.

- Point to the items in each picture and ask students to name them (*chair, helicopter, kite, train*). Count the chairs with the class. Ask *How many chairs?* Elicit the answer *Eight* and show students the number in the sticker space.
- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Encourage students to say the numbers. Then say the numbers for students to point to the correct stickers.
- Tell students to count the number of items in each picture on page 38. Then they stick the stickers in the correct spaces.
- Ask students to point to the stickers and say the numbers.

TEACHING TIP

Encourage students to write the number of items in numerical form below each picture, e.g. chairs (numbers 5 and 3). With a more confident class, ask students to then add the numbers together and find the answer.

2 Count and write the number.

- Draw a plus sign (+) and an equals sign (=) on the board. Point to each in turn and ask students to repeat the words *plus* and *equals*. Insert two numbers on either side of the plus sign and say *(Three) plus (two) equals?* Encourage students to answer *Five.*
- Point to each of the boxes on the page in turn and ask students to count the number of balls.
- Point to the first pair of boxes together and say *Four plus three. How many balls?* Elicit the answer *Seven* and show students the example answer.
- Tell students to count and add the pairs of numbers and write the total numbers in the boxes. Move around the class as students work, offering help if necessary.
- Check answers by asking *How many balls?* about each pair of boxes. Students say the numbers and show you the numbers in their books.

3 Play and say.

- Divide the class into pairs and hand out the CLIL worksheets. Tell students to cut out the cards from the template and then cut out their set of sum cards.
- Demonstrate how to place the cards on the template to create simple addition sums. Talk through each sum, e.g. *Three plus one equals four. Four toys. Yes!*
- Students take turns to make sums for each other. Encourage them to talk through their sums and to use turn-taking phrases (*It's your turn. Thanks!*).

21ST CENTURY SKILLS:

Collaboration

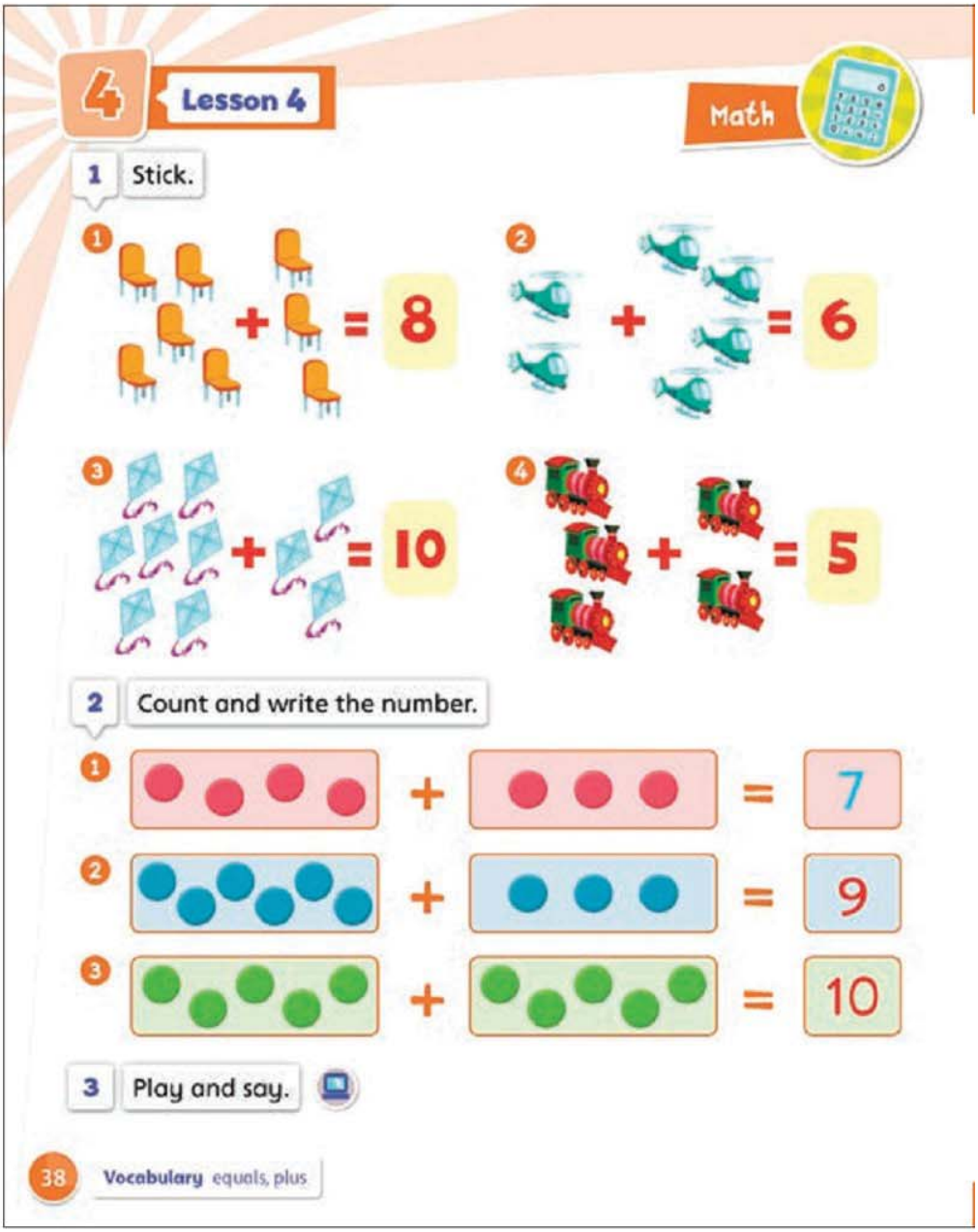
Students work together to make and do the sums.

Finisher

- Play *Musical flashcards.* See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice

Workbook page 28



Review page 39

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *numbers 1 to 10, toys, classroom objects, colors; How many (trains)? Bingo!*

Passive: *Bingo card; What color is number (two)? Is it (green)?*

Materials

Unit 4 flashcards; Class Audio CD 1; Craft Cut-out Unit 4 Review; scissors; pens

Warmer

- Play *Let's count!* See Ideas Bank (Teacher's Book page 141) for instructions.

1 Count and write.

- Point to each of the small pictures on the right and ask students to name the items (*ball, teddy, train, pencil, kite, backpack*).
- Point to the main picture and ask *How many balls?* Encourage students to count the balls and answer *Six*. Tell students to write the number 6 in the box next to the small picture of the ball.
- Students complete the activity by counting the items and writing the correct numbers in the boxes. Check answers by asking *How many (teddies)?* Students say the numbers and show you the numbers in their books.

TEACHING TIP

Ask students to include the color of each item when they name them.

2 Make a bingo card. Play bingo.

- Point to the picture and ask students what numbers they can see. Tell students they are going to make a Bingo card and play *Bingo!*
- Tell students to turn to page 113 in their Student Books. Model how to create a Bingo card by drawing a 3 x 3 grid on the board (with two squares colored in) and write numbers in the squares that aren't colored in. Tell students that they must use seven different numbers to complete their Bingo cards.
- Make sure students have the materials they need. They can check in pairs that they have only used each number once on their cards.
- Play a game of *Bingo!* Call out the numbers (between 1 and 10) in random order, keeping a note of the numbers you have called out. If students have a number you call out on their Bingo cards, they can cross it off. The first student to cross off all their numbers wins the game (tell students to raise their hands or shout *Bingo!* when they have crossed off all their numbers). If you like, keep playing until all students have crossed off all their numbers.

TEACHING TIP

If you want to use the Bingo cards again, tell students to place counters, coins, or small pieces of paper over the numbers instead of crossing them out. You can then repeat the game using the same Bingo cards.

3 Complete your picture dictionary.

- Tell students to turn to page 83 of their Student Books and look at the Picture Dictionary section for Unit 4.
- Point to each of the numbers and ask students the numbers.
- Students color the numbers in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *What color is number (two)? Is it (green)?*

21ST CENTURY SKILLS:

Critical thinking and problem-solving
Students practice organizing information.

Finisher

- Play the *Number Rhumba Song* from Unit 4 Lesson 2 page 35 1•40 for students to listen, do the actions, and join in as much as possible.

Further practice
Unit 4 Test
Workbook page 29

Culture 2
Our Playground pages 40–41

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To think about what you can do on a playground.

To review the vocabulary from Units 3 and 4.

Language and structures

Active: *swings, slide, jungle gym, see-saw; numbers 1 to 10, toys*

Passive: *listen, point, say, number, look, draw, paths, playground, ride; What's number (1)? What is it? What color is it?*

Materials

Class Audio CD 1; Megabyte puppet; colored pens; one sheet of paper per student

Warmer

- Play *How many?* to practice the vocabulary from Units 3 and 4. See Ideas Bank (Teacher's Book page 141) for instructions.

1 Listen and point. Say. 1•44

- Introduce the new words using the Megabyte puppet. Point to the pictures and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.

Transcript

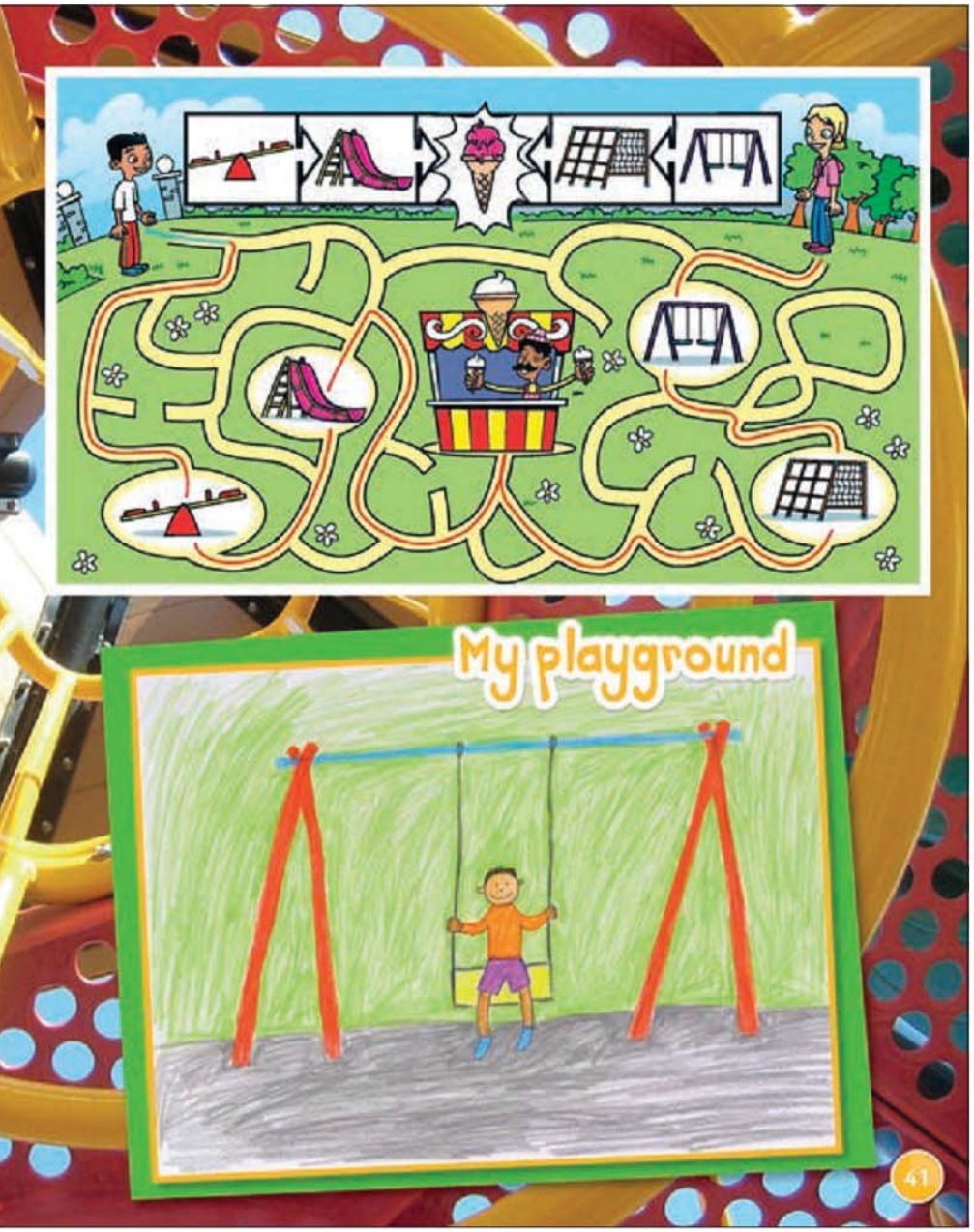
swings, slide, jungle gym, see-saw
slide, see-saw, swings, jungle gym

2 Listen and number. 1•45

- Point to each of the photos and ask students to say the words.
- Play the recording for students to listen and point to the correct photos.
- Show students the answer boxes in the corner of each photo. Tell students to listen again and write the number they hear in the correct box. Play the recording again for students to write the numbers.
- Check answers by asking *What's number (1)?* and eliciting the correct words from students around the class.

Transcript

1 **A:** What is it?
B: It's a swing.
2 **A:** What is it?
B: It's a slide.
3 **A:** What is it?
B: It's a jungle gym.
4 **A:** What is it?
B: It's a see-saw.



3 Look. Draw the paths.

- Point to the items in the picture and ask students to name them.
- Show students the paths. Explain that the boy and girl want to get to the ice cream, but the boy wants to go to the see-saw and the slide first and the girl wants to go to the swings and the jungle gym first. Follow the beginning of the path from the boy with your finger and encourage students to copy you and find the way to the see-saw.
- Move around the class as students follow the paths with their fingers, and then draw the paths in pencil. Help if necessary.
- Check answers by asking students to follow the paths in their books and name the items they pass.

Fast finishers

Ask fast finishers to use a different-color pencil to draw a path from the boy to the swings, jungle gym, and ice cream, and from the girl to the slide, see-saw, and ice cream.

21ST CENTURY SKILLS:

Critical thinking and problem-solving

Students find the best routes for the boy and girl to take.

4 Draw your favorite playground ride.

- Point to the picture at the bottom and ask students what they can see (swings, a boy).
- Give students a piece of paper each and tell them that they are going to draw a picture of their favorite playground ride for a class display. Tell them to think about what playground rides they like. Elicit suggestions from students.
- Move around the class as students draw their pictures, asking questions, e.g. *What is it? What color is it?*
- Invite confident students to show their pictures to the class, pointing to and naming their favorite playground ride.

Finisher

- Play *Simon says*. Use instructions such as *Simon says … go on the swings!* See Ideas Bank (Teacher's Book page 141) for instructions.

Notes

Unit 5 My Body
Lesson 1 pages 42–43

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review vocabulary from a previous unit.

Language and structures

Active: *head, fingers, hands, arms, legs, feet, three, black*

Materials

Unit 5 flashcards; Class Audio CD 1; My Body poster; Megabyte puppet; stickers section; colored pens; Bingo cards from Unit 4 Review (optional)

Warmer

- Play *Bingo!* to practice numbers 1 to 10. See Ideas Bank (Teacher's Book page 141) for instructions. Use the Bingo cards from the Unit 4 Review lesson if you still have them.

1 Listen and point. Say. 1•46

- Books closed. Introduce the new words using the Megabyte puppet and flashcards or the poster. Use Megabyte to hold up or point to the body parts on the poster and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the parts of the body in the picture. Play the recording again for students to listen, point, and repeat the words.

Transcript

head, fingers, hands, arms, legs, feet
fingers, legs, head, arms, feet, hands

2 Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the body stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 43. When they have finished, ask students to point to the stickers and say the words.

Fast finishers

Ask fast finishers to draw a picture of a robot, and then point to and say the parts of their robot's body.

3 Chant. 1•47

- Play the chant once for students to listen.
- Play the chant again, pointing to the parts of the body on the flashcards or the poster as they are mentioned. Encourage students to do the same in their Student Books.
- Play the chant once more for students to join in and point to their own body as each body part is mentioned.

Chant

head, head, head
arms, arms, arms
hands, hands, hands
fingers, fingers, fingers
legs, legs, legs
feet, feet, feet

Find it!

- Point to Lucy's tablet and ask students what they can see (the number three). Ask students to find the number three in the main picture. (It's on the lid of the box on the floor behind the robot.)
- Tell students to turn to the Picture Dictionary for Unit 5 (Student Book page 84) and find the number three. Ask students what color the number three is on Lucy's tablet (*Black*). Tell students to color the number three in the Picture Dictionary the same color.

Finisher

- Play *Mystery flashcard*. See Ideas Bank (Teacher's Book page 140) for instructions.

21ST CENTURY SKILLS:

Communication
Students use the language they have learned to play a game.

EXTRA VOCABULARY

back
knees
neck
shoulders
toes
tummy

Further practice
CD-ROM: Vocabulary and Grammar
Worksheet Unit 5 Lesson 1
Workbook page 32

Notes

Lesson 2 pages 44–45

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To sing a song using the Lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

To talk about a value.

Language and structures

Active: *parts of the body; Touch your (head)! Shake your (arms)!*

Passive: *air, clap, robot, remote control; Let's go! We are active.*

Materials

Unit 5 flashcards; Class Audio CD 1; My Body poster; Our Values sticker; Craft Worksheet Unit 5 Lesson 2; ready-made remote control (optional); colored pens; scissors; glue

Warmer

- Play the chant from Unit 5 Lesson 1 page 43 1•47 for students to listen and join in as much as possible.

1 Listen and point. Say. 1•48

- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Say *Shake your arms!* and ask students to point to the correct character in the picture (Jack). Repeat for *Touch your head!* (Lucy).
- Repeat the instructions and ask students to do the actions. Then give instructions about other parts of the body.

Transcript

Lucy: Touch your head!
Jack: Shake your arms!

2 Listen and number. 1•49

- Point to each person in the picture in turn and ask students the correct instructions. Play the recording for students to listen and point to the correct people.
- Show students the answer boxes next to each person in the picture. Explain that students need to listen and write the numbers they hear next to the correct person. Play the recording again, pausing for students to write the numbers.
- Check answers by asking *What's number (1)?* Students point to the correct picture and say the instruction.

Transcript

1 Shake your legs!
2 Touch your arms!
3 Touch your feet!
4 Shake your hands!
5 Shake your head!
6 Touch your legs!

3 Sing. 1•50

- Play the song once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions.

Shake Your Body Song

Fingers in the air! Let's go!
Shake your hands. Shake your hands.
Shake, shake, shake!
Shake your legs. Shake your legs. Shake, shake, shake!
Everybody … shake your body, shake, shake, shake.
Shake your body, shake your body … hey, hey, hey.

Fingers in the air! Let's go!
Touch your head. Touch your head. Clap, clap, clap!
Touch your arms. Touch your arms. Clap, clap, clap!
Everybody … shake your body, shake, shake, shake.
Shake your body, shake your body … hey, hey, hey.

Fingers in the air! Let's go!
Touch your feet and stop! Stamp, stamp, stamp!
Shake, shake, shake. Clap, clap, clap.
Everybody … shake your body, shake, shake, shake.
Shake your body, shake your body … hey, hey, hey.
Fingers in the air! Let's go!

4 Make a robot remote control. Play and say.

- Point to the small pictures and ask students what the student is doing

(making a remote control). Invite a student to the front of the class, and using a ready-made remote control, press a button and give an instruction (*Touch your feet.*). Encourage the student to do the action.

- Tell students that they are going to make a robot remote control. Hand out the craft worksheets and make sure students have colored pens, scissors, and glue.
- Students color the remote control, cut it out, and then fold and stick the two sides together. They can play with their remote controls, pressing buttons and giving instructions. Students can take turns pretending to be the robot and doing the actions their partner tells them to do.

21ST CENTURY SKILLS:

Leadership and responsibility
Students practice giving instructions.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We are active.*), and tell students that it is good to be active and exercise.
- Ask students to show you how they are active. Call out instructions for students to do various actions. Congratulate students and award them the value sticker. They stick the sticker in the space on page 45.

Finisher

- Play *Simon says*. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice

Extra Practice Student Book page 94
Workbook page 33

Notes

Lesson 3 pages 46–47

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from Lesson 2.

To practice a short Everyday English role play taken from the story.

Language and structures

Active: *eyes, ears, mouth, nose, colors; I'm sorry. That's OK.*

Passive: *faces, same; Please, stop! It's your turn.*

Materials

Unit 5 flashcards; Class Audio CD 1; Storycards; My Body poster; Megabyte puppet

Warmer

- Play the *Shake Your Body Song* from Unit 5 Lesson 2 page 45 1•50 for students to listen and join in with.

1 Watch or listen. 1•51 Act it out.

- Point to the first frame of the story and ask students to name all of the characters.
- Play the recording, encouraging students to point to the correct pictures as they listen. Ask them what the characters are doing in the story (playing a game).
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *Where are Lucy, Jack, Uncle Alex, and Megabyte? (At Uncle Alex's house.) What is Uncle Alex doing? (Touching his nose.) What is Megabyte doing? (Touching his nose.)*

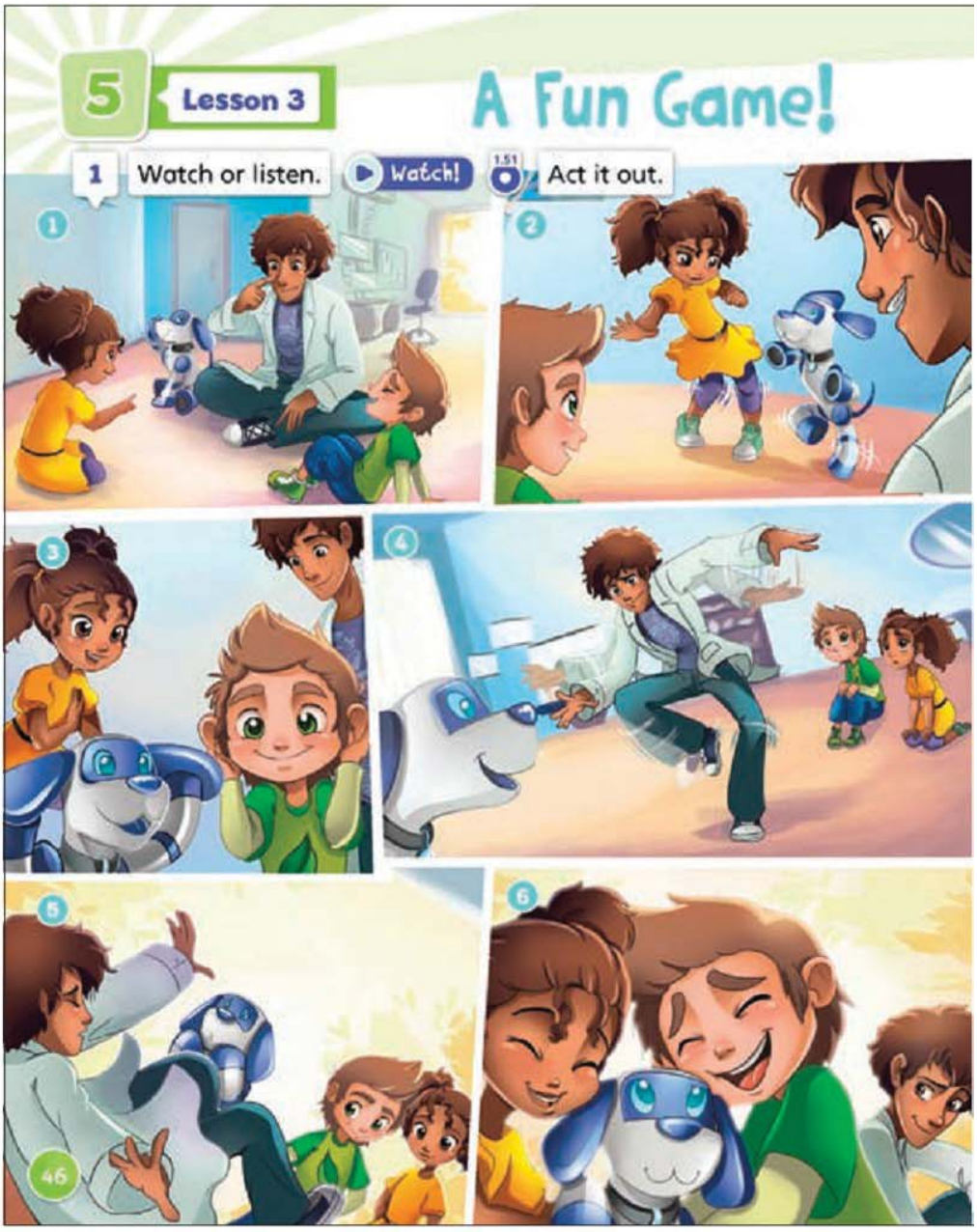
Frame 2: *It's Lucy's turn. What is Lucy doing? (Shaking her legs.) What is Megabyte doing? (Shaking his legs.) Does Megabyte like the game? (Yes.)*

Frame 3: *Whose turn is it? (Jack's.) What is Jack doing? (Touching his ears.) What is Megabyte doing? (Touching his ears.)*

Frame 4: *What does Megabyte say? (Shake your head. Touch your feet. Shake your arms.) What is Uncle Alex doing? (Shaking his head. Touching his feet. Shaking his arms.) Is Uncle Alex happy? (No.) How do Lucy and Jack feel? (Worried.)*

Frame 5: *Is Uncle Alex shaking his head? (No.) Is he touching his feet? (No.) Is he happy? (No.) Is Megabyte happy? (No. He's sorry/sad.)*

Frame 6: *Is Megabyte sad now? (No.) What are Jack and Lucy doing? (Hugging Megabyte.) Are they happy? (Yes.) Is Uncle Alex happy? (Yes.)*



- Allow students to talk about the story.
- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays and then ask students the questions on the back of the storycards.
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

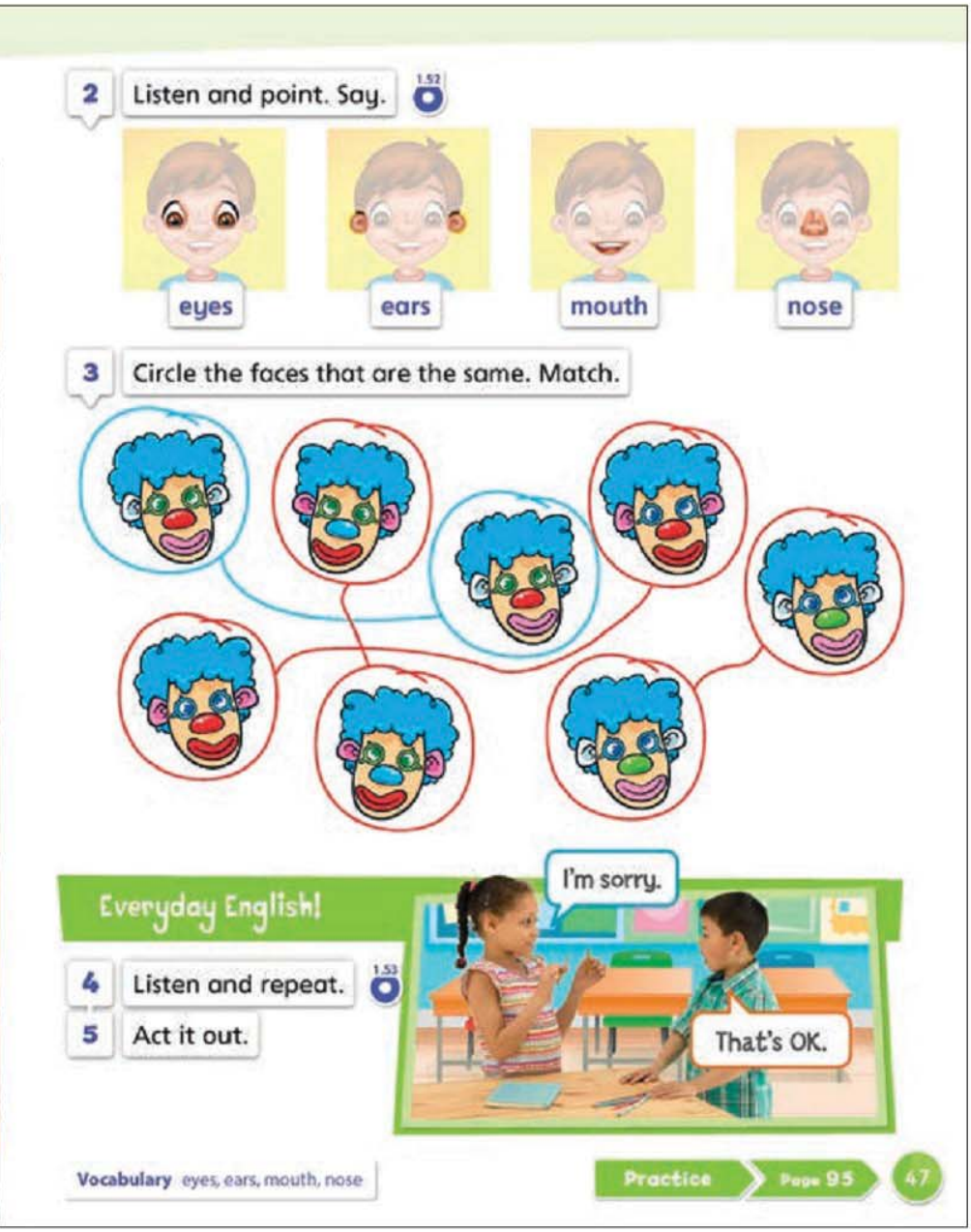
Story: A Fun Game!

Lucy: Uncle Alex! It's your turn.
Uncle Alex: OK!
Lucy: Touch your nose!
Jack: Lucy. Shake your legs!
Lucy: OK, Jack!
Jack: Oh, Megabyte. Look!
Uncle Alex: Jack, touch your ears!
Jack: OK.
Lucy: Oh, Megabyte!
Jack: It's your turn, Megabyte!
Megabyte: Uncle Alex, shake your head, touch your feet, shake your arms!
Uncle Alex: Megabyte! Please stop!
Uncle Alex: Oh, Megabyte!
Megabyte: I'm sorry!
Uncle Alex: That's OK!
Jack and Lucy: Oh, Megabyte!

21ST CENTURY SKILLS:

Communication
Students practice interpreting expressions and gauging feelings.

Further practice
Workbook page 34



2 Listen and point. Say. 1•52

- Introduce the new words using the Megabyte puppet and the My Body poster. Use Megabyte to point to the body parts on the poster and say the words for students to repeat.
- Play the recording for students to listen and point to the parts of the body in the pictures. Play the recording again for students to listen, point, and repeat the words.
- Ask students which body parts the characters touched in the story (ears, nose, and feet). Ask them to touch their eyes/ears/mouth/nose.

Transcript

eyes, ears, mouth, nose
mouth, ears, nose, eyes

3 Circle the faces that are the same. Match.

- Point to the clown faces and ask students what color nose/eyes/mouth/ears each one has.
- Explain that each face is one of a matching pair. Students need to circle the matching faces. Then they draw lines to join them. They can use different-colored pens to circle and match each pair of faces.
- Check answers by asking students to show you the matching faces and say what color nose/eyes/mouth/ears each pair has.

4 Listen and repeat. 1•53

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

A: I'm sorry.
B: That's OK.

5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Move around the class as students act out the dialogue in pairs. Tell students they can use this exchange whenever they have done something wrong.

Finisher

- Play *Fast flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice

Extra Practice Student Book page 95
CD-ROM: Vocabulary and Grammar Worksheet Unit 5 Lesson 3
Workbook page 35

Notes

Lesson 4 page 48

Classroom Presentation Tool

Objectives

To present a CLIL concept (Art).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *parts of the body, mask; Look! (Green) (eyes).*

Passive: *design; What's number (1)?*

Materials

Unit 5 flashcards; Class Audio CD 1; CLIL stickers; CLIL Worksheet Unit 5 Lesson 4; ready-made mask (optional); colored pens or colored paper; scissors; string; glue

Warmer

- Play *Pass the flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Stick.

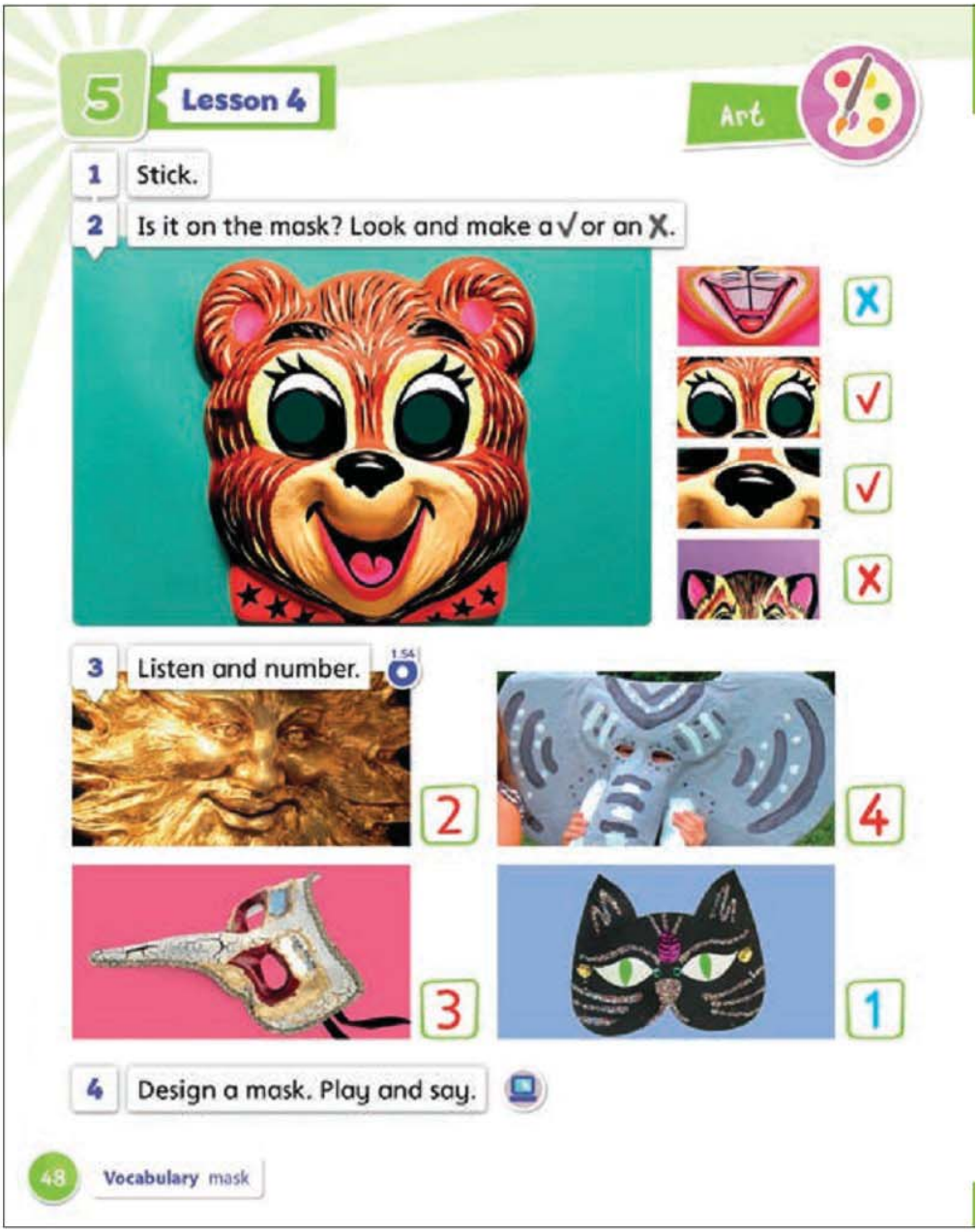
- Hold up a ready-made mask and teach the word *mask*. Point to the facial features on the mask and ask students the words (*ears, eyes, nose, mouth*).
- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Say the words for students to point to the correct stickers. Then point to the stickers and encourage students to say the words.
- Students stick the stickers in the correct spaces on the mask on page 48.
- Ask students to point to the stickers and say the words.

2 Is it on the mask? Look and make a ✓ or an ✗.

- Tell students to look at the small pictures on the right and decide whether each facial feature is the same as their stickers on the mask. If it is the same, they should make a check in the box. If it is different, they should make an X in the box. Point to the mouth and ask students if the mouth on the mask is the same (*No.*). Show students the X in the box.
- Students complete the activity. Check answers by asking students whether each feature is the same or different.

3 Listen and number. 1•54

- Point to each mask in turn and ask students what colors and features they can see.
- Play the recording and ask students to point to the correct masks.



- Show students the answer boxes next to each mask. Explain that students need to listen and write the numbers they hear next to the correct mask. Play the recording again, pausing for students to write the numbers.
- Check answers by asking *What's number (1)?* and asking students to point to the correct mask.

Transcript

1 green eyes
2 a yellow mouth
3 a white nose
4 gray ears

4 Design a mask. Play and say.

- Hand out the CLIL worksheets. Tell students that they are going to design their own masks. Ask students around the class what kind of mask they want to make. Elicit ideas (e.g. *a clown, a cat, a bear*). Ask students to suggest features for their masks (e.g. *a green nose / yellow ears*).
- Point to the ears templates and elicit what they are. Tell students that they can choose one set of ears, depending on what kind of mask they want to make. Confident/Creative students can draw their own ear templates (e.g. long like a rabbit or floppy like a dog) and cut them out to stick onto their masks.
- Students decorate their masks by drawing and coloring with colored pens or by sticking details on colored paper.
- Students describe their masks in pairs. Model sentences for the class, e.g. *Look! Green eyes. Look! A pink nose.*, etc.
- Invite pairs of students to put on their masks and present each other's creations to the class.

Finisher

- Play *Guess the flashcard*. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice
Workbook page 36

Review page 49

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *parts of the body; Touch your (eyes). Shake your (head).*

Passive: *card game; What's next? What color is the (nose)? What color is it? How many (legs)?*

Materials

Unit 4 and 5 flashcards; Class Audio CD 1; Craft Cut-out Unit 5 Review; ready-made game cards (optional); scissors; colored pens

Warmer

- Play *What number is it?* See Ideas Bank (Teacher's Book page 140) for instructions.

1 What's next? Match and say.

- Hold up your book and point to the pictures. Ask students to name the actions. Explain that each set of pictures is a pattern, and students need to decide which action comes next in each sequence.
- Point to the first set of pictures and ask students what they think comes next (*Shake your head.*). Tell them to point to the correct picture on the right. Then they draw a line matching the set of pictures on the left to the picture on the right.
- Move around the class as students complete the rest of the activity, offering help if necessary. Check answers by asking students what action comes next in each sequence.

2 Make a card game. Play and say.

- Point to the photo and ask students what the girl has (cards). Ask what the boy is doing (touching his head). Show students a ready-made set of cards. Shuffle them and place them face down on the desk. Invite a student to the front of the class. Turn over a card and say the instruction. The student does the action. Then ask the student to turn over a card and say an instruction for you to act out.
- Tell students they are going to make a card game. Point to the picture on the left and ask students what they need to make the cards (card stock / paper, scissors, colored pens).
- Tell students to turn to page 111 in their Student Books and make sure they have all the materials. Move around the class offering help if necessary. Ask students questions about their cards, e.g. *What's this? What color is it?*
- Students play with their cards in pairs giving and acting out instructions.

TEACHING TIP

If you have time, use the cards to play a variety of games like *Snap!* and *Pelmanism*. See Ideas Bank (Teacher's Book page 141) for instructions.

21ST CENTURY SKILLS:

Collaboration

Students learn to cooperate and work and play together.

3 Complete your picture dictionary.

- Tell students to turn to page 84 of their Student Books and look at the Picture Dictionary section for Unit 5.
- Point to each of the pictures and ask students the words.
- Students can then color the items in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *Is this a (mouth)? What color is the (nose)?*

Extension activity

- Tell students to draw and color a picture of a monster. Tell them that their monster can look very strange.
- Ask questions about their pictures, e.g. *What is it? What color is it? How many (legs)?*, etc.
- Invite students to show their pictures to the class and talk about their monsters. Encourage them to point to the different body parts and make sentences, e.g. *Look! Five legs!*

Finisher

- Play the *Shake Your Body Song* from Unit 5 Lesson 2 page 45 1•50 for students to listen, do the actions, and join in as much as possible.

Further practice

Unit 5 Test

Workbook page 37

Unit 6 Animals
Lesson 1 pages 50–51

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from a previous unit.

Language and structures

Active: *lion, zebra, giraffe, monkey, snake, hippo*

Passive: *listen, point, say, stick, chant, find it*

Materials

Unit 6 flashcards; Class Audio CDs 1 and 2; Megabyte puppet; stickers section; colored pens

Warmer

- Play the *Shake Your Body Song* from Unit 6 Lesson 2 page 45 1•50 for students to listen, do the actions, and join in as much as possible.

1 Listen and point. Say. 2•01

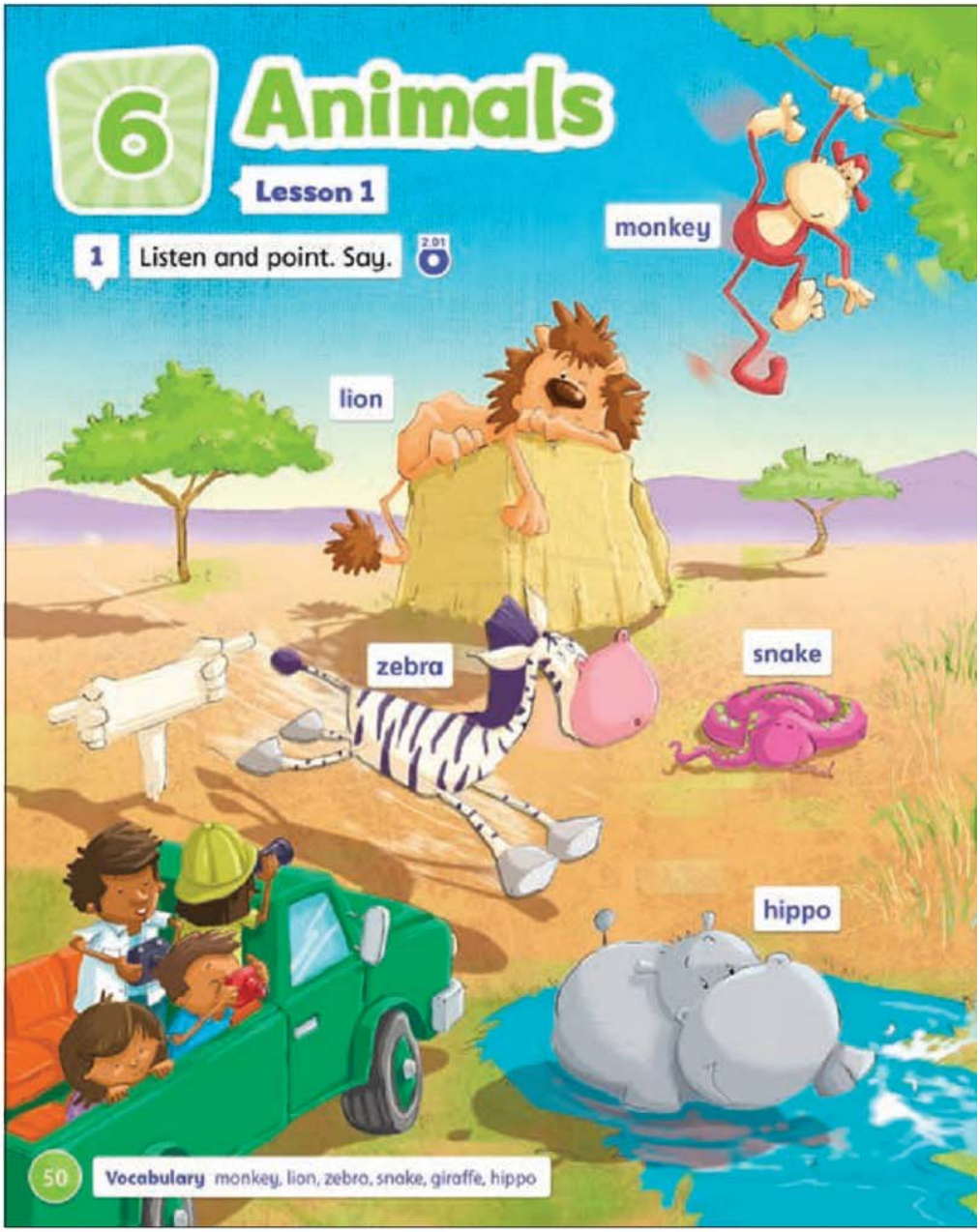
- Introduce the new words using the Megabyte puppet and the flashcards. Use Megabyte to hold up the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the animals in the main picture. Play the recording again for students to listen, point, and repeat the words.

TEACHING TIP

If you are not using the flashcards, you can use the main picture to present the new words.

Transcript

monkey, lion, zebra, snake, giraffe, hippo
lion, giraffe, monkey, hippo, snake, zebra



2 Stick.

- Turn to the stickers section of the Student Book. Hold up your book and point to each of the animal stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 51. When they have finished, ask students to point to the stickers and say the words.
- If you like, you can ask students to complete this activity in pairs for extra support.

3 Chant. 2•02

- Play the chant once for students to listen.
- Play the chant again, holding up the flashcards for the animals as they are mentioned. Encourage students to point to the animals in their books as each animal is mentioned.
- Play the recording once more for students to join in and point to the items mentioned.

Chant

lion, lion, lion
zebra, zebra, zebra
giraffe, giraffe, giraffe
monkey, monkey, monkey
snake, snake, snake
hippo, hippo, hippo

Find it!

- Point to Jack's drawing pad and ask students what they can see (hands). Ask students to find some hands in the main picture (on the people in the jeep, or on the signpost).
- Tell students to turn to the Picture Dictionary for Unit 6 (on page 84 of the Student Book) and find the hands. Tell students to color the hands in the Picture Dictionary the same color as the hands on Jack's drawing pad.

21ST CENTURY SKILLS:

Media literacy
Students practice new language through music.

Finisher

- Play *Draw and roll* to practice the new animal words. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice

CD-ROM: Vocabulary and Grammar Worksheet Unit 6 Lesson 1
Workbook page 38

Notes

Lesson 2 pages 52–53

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To sing a song using the Lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *animal words; This is a (lion).*

Passive: *listen, point, say, follow, sing, make, animal, book*

Materials

Unit 6 flashcards; Class Audio CD 2; Craft Worksheet Unit 6 Lesson 2; colored pens

Warmer

- Play the chant from Unit 6 Lesson 1 page 51 2•02 for students to listen and join in if possible.

1 Listen and point. Say. 2•03

- Point to the animals and ask students to name them.
- Play the recording. Students listen and point to the animals. Play it again for students to repeat the new structure.
- Say *This is a lion,* and ask students to point to the correct animal in the picture. Repeat for *This is a monkey.*
- Hold up flashcards and encourage students to say sentences about them.

Transcript

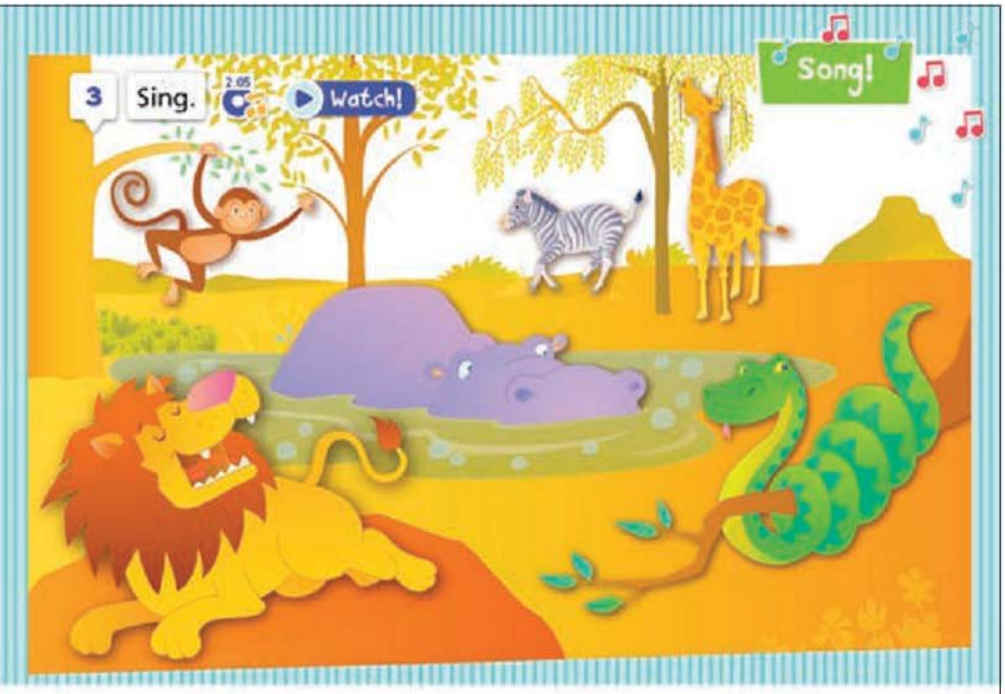
Lucy: This is a lion.
Jack: This is a monkey.

2 Listen and draw. 2•04

- Point to the animals in the picture and ask students to name them.
- Play the recording and ask students to point to the correct animals.
- Tell students that they need to find their way through the wildlife park to the correct hut. Play the first item on the recording and show students the example line. Students follow the route in their books.
- Play the rest of the recording, pausing for students to draw the route in their books. Check answers by asking students to point to and name the animals on their route. Then they say the number of the hut.
- As an extension, students can work in pairs, taking turns to guide each other through the maze to one of the huts.

Transcript

This is a monkey.
This is a zebra.
This is a hippo.
This is a lion.
This is a snake.
This is a giraffe.



3 Sing. 2•05

- Play the song once for students to listen. Model the phrases from the song for students to repeat.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song for students to join in and do the actions.

Safari Song

Safari in Africa! See animals in Africa.
Safari in Africa! See animals in Africa.
This is a lion.
This is a zebra.
This is a giraffe.
Oh, oh, safari!
Safari in Africa! See animals in Africa.
Safari in Africa! See animals in Africa.
This is a monkey.
This is a snake.
This is a hippo.
Oh, oh, safari!
Safari in Africa! See animals in Africa.
Safari in Africa! See animals in Africa.

4 Make an animal book.

- Point to the picture and ask students what the student is doing (making an animal book).
- Tell students that they are going to make an animal book. Hand out the craft worksheets to students and make sure they have colored pens.
- Students color the animals, and then fold the pages of their book together. They can talk about their books in pairs, pointing to the animals and saying *This is a (zebra).*

21ST CENTURY SKILLS:

Productivity and accountability
Students are responsible for creating and using a product.

Finisher

- Play *Draw and guess* to practice the animal words. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice
Extra Practice Student Book page 96
Workbook page 39

Notes

Lesson 3 pages 54–55

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar structure from Lesson 2.

To practice a short Everyday English role play taken from the story.

To talk about a value.

Language and structures

Active: *tiger, kangaroo, bear, penguin; Watch out!*

Passive: *listen, act, point, circle, match, animals; We are careful.*

Materials

Unit 6 flashcards; Class Audio CD 2; Storycards; Our Values sticker

Warmer

- Play the *Safari Song* from Unit 6 Lesson 2 page 53 2•05 for students to listen, do the actions, and join in as much as possible.

1 Watch or listen. 2•06 Act it out.

- Point to the characters in the story and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *Where are Jack and Lucy? (At the zoo.) What is Jack looking at? (A picture of a tiger.) Can you count the tigers? (One, two.)*

Frame 2: *Can you point to Megabyte? What's Megabyte doing? (Looking at the tigers.) What's Lucy doing? (She's trying to stop Megabyte.) Is Lucy scared? (Yes.)*

Frame 3: *Can you point to Uncle Alex, Jack, and Megabyte? What is Uncle Alex doing? (Helping Megabyte.) What is Jack doing? (He's pointing at a sign.) What animal can you see in this picture? (A kangaroo.)*

Frame 4: *What are Lucy and Jack doing? (Talking to Uncle Alex.) What animals can you see? (Penguins.) What are the penguins doing? (Swimming.)*

Frame 5: *Can you point to Megabyte? Where is Megabyte? (In the water.) What is he doing? (Swimming with the penguins.) Can you count the penguins? (One, two ...)*

Frame 6: *Is Megabyte in the water? (Yes.) What's on his head? (A fish.) How many penguins are in this picture? (Three.) Is Lucy angry with Megabyte? (No.)*

- Allow students to talk about the story.
- Alternatively, you can use the storycards to present the story. Hold up the cards as you play the story. Then ask the questions on the back of each card.
- Ask them where Megabyte is at the end of the story.
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups, then invite groups to act out the story for the class.

Story: Splash!

Jack: This is a tiger.
Lucy: Cool! Look!
Uncle Alex: Wow!
Jack: Megabyte! Stop!
Lucy: Watch out, Megabyte!
Jack: This is a kangaroo.
Lucy: Uncle Alex, please help!
Uncle Alex: Watch out, Megabyte!
Jack: This is a penguin.
Lucy: Cool!
Jack: Uncle Alex! Look!
Uncle Alex: Oh no!
Lucy: Megabyte!
Lucy and Jack: Oh, Megabyte!

Further practice

Workbook page 40

2 Listen and point. Say. 2•07

- Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the correct items in their books. Play the recording again for students to listen, point, and repeat the words.

Transcript

tiger, kangaroo, bear, penguin
kangaroo, tiger, penguin, bear

3 Find the animals. Circle and match.

- Point to the small pictures and ask students to name the animals.
- Explain that each of the animals is hiding in the main picture. Students may not be able to see all of them, so they need to look carefully.
- Students find the animals, circle them, and then draw lines to match the animals in the main picture to the small pictures.
- Check answers by asking students to show you the animals in the main picture and say *This is a (bear).*

4 Listen and repeat. 2•08

- Play the recording for students to listen. Then play it again for students to repeat the phrase.

Transcript

Girl: Watch out!

5 Act it out.

- Model the phrase a few times, and then invite students to say it. Tell students they can use this phrase whenever they see someone doing something dangerous.

21ST CENTURY SKILLS:

Leadership and responsibility
Students take responsibility for the safety of others.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We are careful.*) and tell students that it is good to be careful, so we don't make mistakes or have accidents.
- Ask students to show you how they are careful. Encourage them to act out the story again, looking around them to make sure they are safe.
- Congratulate students and award them the value sticker. They stick the sticker in the space on page 55.

Finisher

- Play *Kim's game* to practice the animal words. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice

Extra Practice Student Book page 97
CD-ROM: Vocabulary and Grammar
Worksheet Unit 6 Lesson 3
Workbook page 41

Notes

Lesson 4 page 56

Classroom Presentation Tool

Objectives

To present a CLIL concept (Science).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *animal words; baby*

Passive: *stick, say, match, make, animal puppets*

Materials

Unit 6 flashcards; Class Audio CD 2; CLIL stickers; CLIL Worksheet Unit 6 Lesson 4; colored pens; scissors; glue

Warmer

- Play *Little by little* with the Unit 6 flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Listen and stick. 2•09

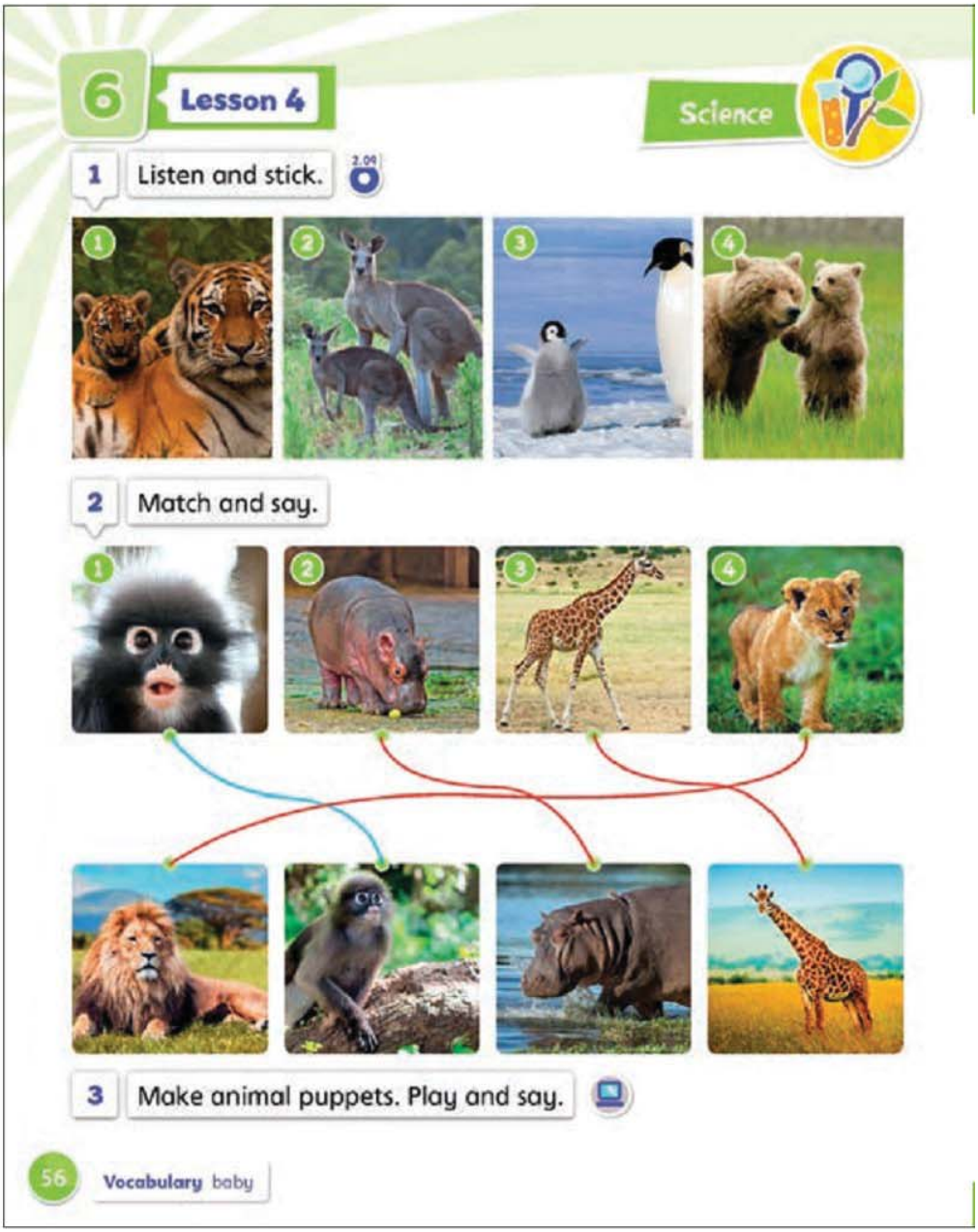
- Turn to page 56 of the Student Book. Hold up your book and point to each of the pictures in turn. Play the recording for students to listen and point to the correct pictures. Then point to the pictures and encourage students to say the words.
- Tell students to turn to the stickers section in the Student Book.
- Tell students that these animals are babies. Teach the word *baby*, and then encourage students to repeat *a baby (tiger)* about each of the animals.
- Students stick the stickers in the correct spaces on page 56.
- Ask students to point to the stickers and name the baby animals.

Transcript

1 This is a baby tiger.
2 This is a baby kangaroo.
3 This is a baby penguin.
4 This is a baby bear.

2 Match and say.

- Point to each of the pictures and ask students to name the animals.
- Tell students that they need to match the baby animals to the grown-up animals. Point to the baby monkey and ask students to find the grown-up monkey. Show students the example line.
- Students draw lines to match the remaining animals. Check answers by asking students to point to the matching animals in their books and say *This is a baby (monkey). This is a (monkey).*



21ST CENTURY SKILLS:
Critical thinking and problem-solving
Students evaluate visual data.

3 Make animal puppets. Play and say.

- Hand out the CLIL worksheets. Tell students that they are going to make animal finger puppets. Ask students to name the animals shown on the worksheet, e.g. *This is a (baby) (penguin).*
- Students color the animals and cut them out. Then they fasten the tabs so that the puppets fit on their fingers.
- Students show their puppets to each other and talk about them. Encourage them to tell each other what the animals are, and to point to and name any body parts they know.
- Explain how each of the animals takes care of their babies (kangaroos carry their joeys in pouches / male penguins take care of the egg until the chicks hatch / bear cubs stay with their mother for about two years before becoming independent / monkeys carry their babies on their backs, etc.).

Finisher

- Play *Musical flashcards* to practice the animal words. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice
Workbook page 42

Review page 57

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *animal words; This is a (lion).*

Passive: *circle, differences, make, mask, complete, picture dictionary*

Materials

Unit 6 flashcards; Class Audio CD 2; Craft Cut-out Unit 6 Review; scissors; colored pens; hole re-inforcer stickers (optional); string

Warmer

- Play *Tic-Tac-Toe* with the Unit 6 flashcards. See Ideas Bank (Teacher's Book page 141) for instructions.

1 Circle 4 differences. Say.

- Point to each of the pictures and ask students what they can see.
- Ask students if they can see any differences between the two pictures. Prompt them if necessary, by asking what the animals are in each picture.
- Students complete the activity by circling the differences.
- Check answers by asking students to point to the animals in each picture and say the animal words.

2 Make a lion mask.

- Tell students they are going to make a lion mask. Point to the pictures and ask students what they need to make the mask (card stock / paper, scissors, colored pens, string, hole re-inforcer stickers).
- Model how to make the mask by coloring the template, and then cutting it out, punching holes for the string, and then attaching the string.
- Students work in pairs to help each other make their masks. Move around the class, asking students questions about their masks, e.g. *What's this? What color is the (nose)?*

21ST CENTURY SKILLS:

Collaboration

Students practice working together.

TEACHING TIP

You may need to help students cut out the eye-holes and cut string holes on the masks. Place hole re-inforcer stickers over the holes for the string to make them stronger.

- Invite pairs of students to put on their masks and present each other to the class, saying *This is a lion.*

3 Complete your picture dictionary.

- Tell students to turn to page 84 of their Student Books and look at the Picture Dictionary section for Unit 6.
- Point to each of the pictures and ask students the correct words.
- Students color the pictures in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *Is this a (lion)? What's this? What color is the (bear)?*

Extension activity

- Tell students to draw and color a picture of a zoo. Tell them to include their favorite animals.
- Move around the class as students draw and color their pictures. Ask questions about their pictures, e.g. *What's this? What color is (the kangaroo)? How many (penguins)?*, etc.
- Invite students to show their pictures to the class and talk about their zoos. Encourage them to point to the different animals and make sentences, e.g. *Look! This is a (lion).*

Finisher

- Play *Four in a row* to practice the animal words. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice

Unit 6 Test

Workbook page 43

Culture 3
A Petting Zoo pages 58–59

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To think about what you can see at a petting zoo.

Language and structures

Active: *goat, sheep, duck, pony*

Passive: *listen, point, say, number, look, draw, path, map*

Materials

Class Audio CD 2; Megabyte puppet; colored pens; one sheet of paper per student

Warmer

- Play *Kim's game* to practice the vocabulary from Units 5 and 6. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Listen and point. Say. 2•10

- Use the Megabyte puppet to point to the pictures and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.

Transcript

duck, goat, sheep, pony
sheep, pony, goat, duck

2 Listen and number. 2•11

- Point to the animals in the photos and ask students to say the words.
- Play the recording for students to listen and point to the correct animals.
- Show students the answer boxes next to each animal. Tell students to listen and write the correct number in each box. Play the recording again for students to write the numbers.
- Check answers by asking *What's number (1)?* and eliciting the correct words from students around the class.

Transcript

1 **A:** What is it?
B: It's a sheep.
2 **A:** What is it?
B: It's a pony.
3 **A:** What is it?
B: It's a goat.
4 **A:** What is it?
B: It's a duck.

Culture note

The Lujan Zoo, near Buenos Aires, Argentina, is a very unusual petting zoo. For about $25, visitors can touch, ride, and feed wild animals, including lions, tigers, and bears! The zoo opened in 1994, and there have not been any injuries to visitors. The animals are friendly because they are not hungry.

3 Look. Draw the path.

- Point to the animals in the picture and ask students to name them.
- Explain that students want to get to the park, but they want to see the goats, sheep, ponies, ducks, and rabbits first. Follow the beginning of the path and encourage students to copy you and find the route.
- Move around the class as students follow the path with their fingers, and then draw it in pencil. Help if necessary.
- Check answers by asking students to follow the path with their fingers and name the animals they pass.

4 Draw a fun place you go with your family.

- Point to the picture at the bottom of page 59 and ask students what they can see (a child, a horse).
- Give students a piece of paper each and tell them that they are going to draw a picture of a fun place they visit with their family for a class display. Tell them to think about where they like to go. Elicit suggestions from students.
- Move around the class as students draw their pictures, asking questions, e.g. *Where is it? Who is it?*
- Invite confident students to show their pictures to the class, naming their fun place to visit and pointing to and naming any items they can.

21ST CENTURY SKILLS:

Creativity and innovation
Students practice expressing ideas through art.

Finisher

- Play *Picture Bingo!* to practice the animals vocabulary from Unit 6 and Culture 3. See Ideas Bank (Teacher's Book page 141) for instructions.

Notes

Unit 7 My Family
Lesson 1 pages 60–61

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review vocabulary from a previous unit.

Language and structures

Active: *mom, dad, sister, brother, grandma, grandpa, kite, yellow*

Materials

Unit 7 flashcards; Class Audio CD 2; Megabyte puppet; stickers section; colored pens

Warmer

- Play the *Safari Song* from Unit 6 Lesson 2 page 53 2•05 to review the language from the previous unit. Encourage students to do the actions and join in as much as possible.

1 Listen and point. Say. 2•12

- Books closed. Introduce the family words using the Megabyte puppet and the flashcards. Use Megabyte to hold up or point to the flashcards and say the words for students to repeat.
- Books open. Play the recording for students to listen and point to the correct people in the picture. Play the recording again for students to listen, point, and repeat the words.

TEACHING TIP

Draw a simple family tree on the board to present the new words.

Transcript

mom, grandpa, dad, sister, brother, grandma

grandpa, mom, grandma, brother, dad, sister

2 Stick.

- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the family stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 61. When they have finished, ask students to point to the stickers and say the words.

Fast finishers

Ask fast finishers to draw and color a picture of a member of their family. Then they show the class and say who it is.

3 Chant. 2•13

- Play the chant once for students to listen.
- Play the chant again, pointing to the family members on the flashcards as each family word is mentioned. Encourage students to do the same in their Student Books.
- Play the chant once more for students to join in and point to the people mentioned.

Chant

mom, mom, mom
dad, dad, dad
sister, sister, sister
brother, brother, brother
grandma, grandma, grandma
grandpa, grandpa, grandpa

Find it!

- Point to Jack's drawing pad and ask students what they can see (a kite). Ask students to find a kite in the main picture. (There's a kite in the tree on page 60.)
- Tell students to turn to the Picture Dictionary for Unit 7 (Student Book page 85) and find the kite. Ask students what color the kite is on Jack's drawing pad (yellow). Tell students to color the kite in the Picture Dictionary the same color.

Finisher

- Play *Which one is missing?* See Ideas Bank (Teacher's Book page 140) for instructions.

21ST CENTURY SKILLS:

Critical thinking and problem-solving
Students find the missing cards by a process of elimination.

EXTRA VOCABULARY

aunt
cousin
family
fish
grandparents
parents
pet
uncle

Further practice

CD-ROM: Vocabulary and Grammar Worksheet Unit 7 Lesson 1
Workbook page 46

Notes

Lesson 2 pages 62–63

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To sing a song using the Lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *Who's this? This is my (brother).; family words*

Passive: *photo, fun, click, frame, family; Who's number (1)?*

Materials

Unit 7 flashcards; Class Audio CD 2; Craft Worksheet Unit 7 Lesson 2; colored pens

Warmer

- Play the chant from Unit 7 Lesson 1 page 61 2•13 for students to listen and join in as much as possible. Ask students to point to the correct people on page 61 as they say the chant.

1 Listen and point. Say. 2•14

- Point to the little boy in the picture and ask students to guess who he is (Jack's brother).
- Play the recording for students to listen. Then play it again and encourage students to repeat the grammar structure.
- Point to the little boy in the picture again and ask *Who's this?* Encourage students to reply as Jack: *This is my brother.*
- Hold up the family flashcards, one at a time, and ask *Who's this?* Encourage students to answer *This is my (mom).*

Transcript

Lucy: Who's this?
Jack: This is my brother.

2 Listen and number. 2•15

- Point to each member of the family in turn and ask students the words.
- Play the recording for students to listen and point to the correct people.
- Show students the answer boxes next to each person in the picture. Tell students to listen and write the numbers they hear next to the correct people. Play the recording again, pausing for students to write the numbers.
- Check answers by asking *Who's number (1)?* and eliciting the correct words from students around the class.

Transcript

1 **A:** Who's this?
B: This is my brother.
2 **A:** Who's this?
B: This is my mom.
3 **A:** Who's this?
B: This is my grandma.
4 **A:** Who's this?
B: This is my sister.
5 **A:** Who's this?
B: This is my grandpa.
6 **A:** Who's this?
B: This is my dad.

21ST CENTURY SKILLS:

Information literacy
Students practice interpreting audio and visual information.

3 Sing. 2•16

- Play the song once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in and do the actions.

Family Photo Song

Photo fun! This is my family.
Click, click, click. My family!

Who's this? This is my mom. Yes, my mom.
Who's this? This is my dad. Yes, my dad.

Photo fun! This is my family.
Click, click, click. My family!

Who's this? This is my sister. Yes, my sister.
Who's this? This is my brother. Yes, my brother.

Photo fun! This is my family.
Click, click, click. My family!

Who's this? This is my grandma. Yes, my grandma.
Who's this? This is my grandpa. Yes, my grandpa.

Photo fun! This is my family.
Click, click, click. My family!

4 Make the frame. Draw a picture of your family. Say.

- Point to the picture on the left and ask students what the boy is doing (coloring a picture frame).
- Tell students that they are going to make a picture frame and draw a picture of their family. Hand out the craft worksheets and make sure students have colored pens.
- Students draw a picture of their family in the frame, and then color the frame. Move around the class as students work. Point to people in their pictures and ask *Who's this?*
- When students have finished, they can ask and answer questions about the people in their pictures.

Finisher

- Play *True or False*. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice

Extra Practice Student Book page 98
Workbook page 47

Notes

Lesson 3 pages 64–65

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar from Lesson 2.

To practice a short Everyday English role play taken from the story.

To talk about a value.

Language and structures

Active: *dog, cat, hamster, bird; family words; How are you? I'm fine, thank you.*

Passive: *This is my (grandma). Is there a (cat)? We respect others.*

Materials

Unit 7 flashcards; Class Audio CD 2; Storycards; Megabyte puppet; Our Values sticker

Warmer

- Play the *Family Photo Song* from Unit 7 Lesson 2 page 63 2•16 for students to listen and join in with.

1 Watch or listen. 2•17 Act it out.

- Point to the first frame of the story and ask students where Lucy, Jack, and Megabyte are (at a pet show).
- Play the recording, encouraging students to point to the correct pictures as they listen.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *What animals can you see at the pet show? (Birds and dogs.) How many birds are in the picture? (Four.) What color are the birds? (Red, yellow, green, blue.) Who's this (point to the woman in the picture)? (Jack's grandma.)*

Frame 2: *What animal can you see in this picture? (A cat.) What color is the cat? (White.) Is it Lucy's cat? (No. It's Jack's grandma's cat.) Is the cat friendly? (No.)*

Frame 3: *Who's this (point to the man in the picture)? (Jack's dad.) What animal does he have? (A bird.) What color is the bird? (White and yellow.) Do Lucy and Jack like the bird? (Yes.)*

Frame 4: *Can you point to Jack's brother? What animal does he have? (A hamster.) What color is the hamster? (Brown and white.) Does the bird like the hamster? (Yes.)*

Frame 5: *Is Megabyte happy? (Yes.) Why? (He's chasing the cat.) Is the cat happy? (Yes.) Why? (It's chasing the bird.) What is the bird chasing? (The hamster.) Is the hamster happy? (No, it's scared.)*

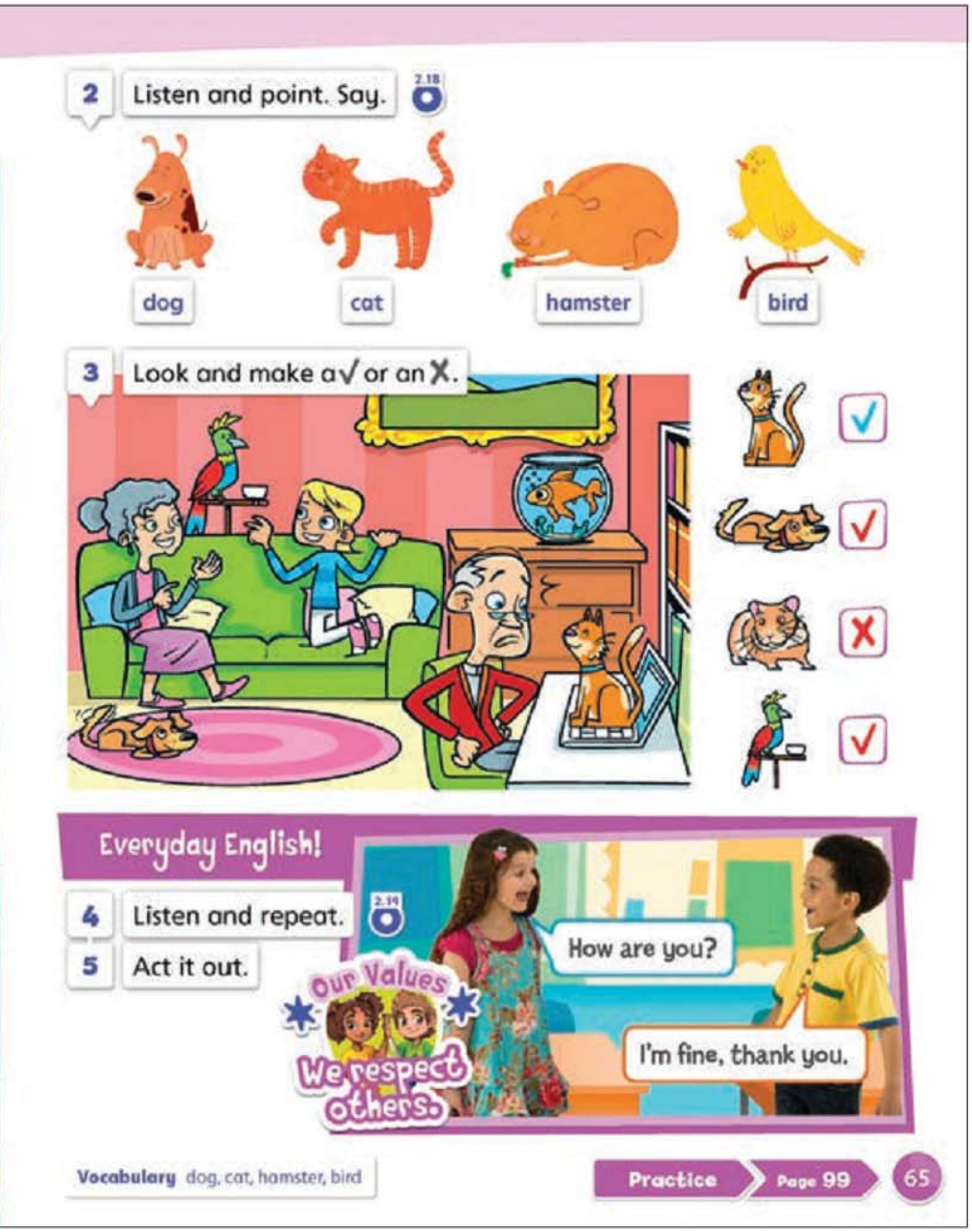
- Allow students to talk about the story. Ask them what happened at the end of the story.
- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays and then ask students the questions on the back of the storycards.
- Divide the class into groups to act out the story. Allow students time to practice in their groups, then invite groups to act out the story for the class.

Story: The Pet Show!

Jack: Lucy, this is my grandma.
Jack's grandma: Hello. How are you?
Lucy: I'm fine, thank you.
Jack's grandma: This is my cat.
Lucy: Wow!
Jack: This is my dad.
Jack's father: This is my bird.
Lucy: Wow!
Jack's brother: This is my hamster!
Lucy: Aww!
Lucy: Oh no! Megabyte!
Jack's grandma: Oh no! My cat!
Jack's father: Oh no! My bird!
Jack's brother: Oh no! My hamster!
Everyone: Oh, Megabyte!

Further practice

Workbook page 48



2 Listen and point. Say. 2•18

- Introduce the new animal words using the Megabyte puppet and the flashcards. Hold up or point to the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the correct animals in their books. Play the recording again for students to listen, point, and repeat the words.

Transcript

dog, cat, hamster, bird
hamster, cat, bird, dog

3 Look and make a ✓ or an ✗.

- Point to the small pictures on the right and ask students to name the animals. Point to the cat and ask students to find a cat in the main picture.
- Show students the example check in the answer box next to the cat. Explain that students need to put a check next to the animals that are in the main picture and a cross next to the animals that are not in the main picture.
- Allow students time to complete the activity. Then check answers by asking *Is there a (cat)?* and encouraging students to answer *Yes* or *No*.

21ST CENTURY SKILLS:

Information literacy

Students practice finding individual symbols in a detailed picture.

4 Listen and repeat. 2•19

- Play the recording for students to listen. Then play it again, pausing after each line for students to repeat the phrases.

Transcript

A: How are you?
B: I'm fine, thank you.

5 Act it out.

- Model the dialogue a few times with the Megabyte puppet, or with more confident students.
- Move around the class as students act out the dialogue in pairs. Encourage students to greet each other (shake hands) as they act out the dialogue.
- Tell students they can use this exchange when they meet a friend, family member, or the teacher.

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We respect others.*) and tell students that it is good to respect other people and think about how they feel.
- Ask students to show you how they respect each other (by greeting each other politely). Congratulate students and award them the value sticker. They stick the sticker in the space on page 65.

Finisher

- Play *Find the flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice

Extra Practice Student Book page 99
CD-ROM: Vocabulary and Grammar Worksheet Unit 7 Lesson 3
Workbook page 49

Notes

Lesson 4 page 66

Classroom Presentation Tool

Objectives

To present a CLIL concept (History).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *mom, dad, brother, sister, grandma, grandpa; Who's this? This is my (grandma).*

Passive: *family tree; Is this a (cat)? What's number (1)?*

Materials

Unit 7 flashcards; Class Audio CD 2; CLIL stickers; CLIL Worksheet Unit 7 Lesson 4; colored pens; scissors; glue

Warmer

- With students standing in a circle, play the Everyday English dialogue from Unit 7 Lesson 3 page 65 2.19 and encourage students to greet each other around the circle.
- Play *Pass the flashcards*. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Stick.

- Point to the people in each photo and ask students the family words.
- Ask students to turn to the stickers section in the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Encourage students to say the family words for each sticker. Then say the family words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 66.
- Ask students to point to the stickers and say the family words.

2 Listen and number. 2.20

- Point to each of the family trees and ask students which family members each tree shows.
- Play the recording for students to listen and point to the correct family trees.
- Show students the answer boxes under each family tree. Tell students to listen and write the numbers they hear in the correct box. Play the recording again, pausing for students to write the numbers.
- Check answers by asking *What's number (1)?* and asking students to point to the correct family tree in their books.
- Tell students that all families are different and have different family members. Ask students around the class to list the family members in their family.

Transcript

1 This is my grandma. This is my dad. This is my mom. This is my sister. This is me!
2 This is my grandpa. This is my dad. This is my mom. This is my sister. This is me!
3 This is my grandpa. This is my grandma. This is my mom. This is my brother. This is me!
4 This is my grandma. This is my dad. This is me!

21ST CENTURY SKILLS:

Social and cross-cultural interaction
Students think about different types of families.

3 Make your family tree. Point and say.

- Tell students that they are going to make a family tree showing their family. Remind students that families can be all shapes and sizes. Show students the family trees in activities 1 and 2 again.
- Hand out the CLIL worksheets. Students draw their family members in the frames. Then they cut them out and stick them on the tree to make their family tree.
- Students can work in pairs to present their family trees to the class. Encourage them to point to each other's family members and ask *Who's this?* Then they answer *This is my (grandma).*

TEACHING TIP

Explain to students that each generation goes on a different level: the youngest generation sits at the bottom of the tree and the oldest at the top.

Finisher

- Play *Odd one out* to practice the family and animal words. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice
Workbook page 50

7 Review
1 Listen and make a ✓ or an X. 2.21
2 Make a dice. Play and say. Page 107
This is my grandma.
3 Complete your picture dictionary. Page 85
67

Review page 67

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *family words, pets; Who's this? This is my (dad).*

Passive: *complete; Is this a (cat)?*

Materials

Unit 7 flashcards; Class Audio CD 2; Craft Cut-out Unit 7 Review; ready-made family dice (optional); scissors; glue; colored pens

Warmer

- Play *Yes or No*. See Ideas Bank (Teacher's Book page 141) for instructions.

1 Listen and make a ✓ or an ✗.

2•21

- Point to the pictures and ask students the family or animal words.
- Play the first item on the recording. Ask students *Is this a dad?* Elicit the answer *Yes*. Show students the example check in the answer box. Explain that students need to put a check next to the pictures that match the recording and an X next to the pictures that don't match the recording.
- Play the recording, pausing to allow students time to write a check or an X for each picture. Check answers by asking *Is this a (cat)?* and encouraging students to answer *Yes* or *No*.

Transcript

1 This is my dad.
2 This is my cat.
3 This is my sister.
4 This is my hamster.
5 This is my dog.
6 This is my brother.
7 This is my bird.
8 This is my grandpa.

2 Make a dice. Play and say.

- Point to the picture and ask students what they can see (a family dice). Tell students they are going to make a dice, but they will have pictures of family members instead of dots.
- Show students a ready-made dice and model how to make one by drawing and coloring pictures of their family members on each side of the template. Then model cutting it out and folding and sticking the sides together to make a cube.
- Tell students to turn to page 107 in their Student Books. Make sure students have all the materials. Move around the class as students work. Point to people on the dice and ask *Who's this?* Encourage students to answer *This is my (brother).*
- When students have finished, they can play with their dice in pairs. They take turns rolling their dice and asking and answering about the family members shown.

21ST CENTURY SKILLS:

Communication

Students practice asking and answering questions in English.

3 Complete your picture dictionary.

- Tell students to turn to page 85 of their Student Books and look at the Picture Dictionary section for Unit 7.
- Point to each of the pictures and ask students to say the words.
- Students can then color the items in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *Who's this? Is this (mom)?*

Finisher

- Play the *Family Photo Song* from Unit 7 Lesson 2 page 63 2•16 for students to listen, do the actions, and join in as much as possible.
- Play *Draw and roll* encouraging students to use any vocabulary from the course. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice

Unit 7 Test
Workbook page 51

Unit 8 Feeling Good
Lesson 1 pages 68–69

Classroom Presentation Tool

Objectives

To present and practice six new items of vocabulary.

To review one item of vocabulary from a previous unit.

Language and structures

Active: *sad, happy, cold, hot, tired, hungry*

Passive: *listen, point, say, stick, chant, find it*

Materials

Unit 8 flashcards; Class Audio CD 2; Megabyte puppet; stickers section; colored pens

Warmer

- Play the *Family Photo Song* from Unit 7 Lesson 2 page 63 2•16 for students to listen, do the actions, and join in as much as possible.

1 Listen and point. Say. 2•22

- Introduce the new words using the Megabyte puppet and the flashcards. Use Megabyte to hold up or point to the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the correct people in the main picture. Play the recording again for students to listen, point, and repeat the words.

TEACHING TIP

If you are not using the flashcards, you can use the main picture to present the new words.

Transcript

cold, hot, sad, happy, tired, hungry
hot, hungry, cold, sad, tired, happy

2 Stick.

- Turn to the stickers section of the Student Book. Hold up your book and point to each of the feelings stickers in turn. Encourage students to say the words. Then say the words for students to point to the correct stickers.
- Students stick the stickers in the correct spaces on page 69. When they have finished, ask students to point to the stickers and say the words.
- If you like, you can ask students to complete this activity in pairs for extra support.

3 Chant. 2•23

- Play the chant once for students to listen.
- Play the chant again, holding up the flashcards for the feelings as they are mentioned. Encourage students to point to the correct people in their books as each feeling is mentioned.
- Play the chant once more for students to join in and point to the people showing each feeling.

Chant

happy, happy, happy
sad, sad, sad
tired, tired, tired
hungry, hungry, hungry
hot, hot, hot
cold, cold, cold

Find it!

- Point to Jack's drawing pad and ask students what they can see (a cat). Ask students to find a cat in the main picture (sleeping under the bench).
- Tell students to turn to the Picture Dictionary for Unit 8 (on page 85 of the Student Book) and find the cat. Ask students what color the cat is on Jack's drawing pad (brown/orange). Tell students to color the cat in the Picture Dictionary the same color.

Finisher

- Play *Mime the word* with the Lesson 1 flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.

21ST CENTURY SKILLS:
Creativity and innovation
Students practice expressing ideas through mime.

Further practice

CD-ROM: Vocabulary and Grammar Worksheet Unit 8 Lesson 1
Workbook page 52

Notes

Lesson 2 pages 70–71

Classroom Presentation Tool

Objectives

To present a new grammar structure.

To practice the new grammar structure with the Lesson 1 vocabulary.

To sing a song using the Lesson 1 vocabulary and the new grammar.

To do a personalization activity that involves a simple craft activity.

Language and structures

Active: *feelings words; She's (happy). He's (sad).*

Passive: *listen, point, say, circle, sing, make, faces wheel, play*

Materials

Unit 8 flashcards; Class Audio CD 2; Craft Worksheet Unit 8 Lesson 2; colored pens; scissors; paper fasteners

Warmer

- Play the chant from Unit 8 Lesson 1 page 69 2•23 for students to listen and join in as much as possible.

1 Listen and point. Say. 2•24

- Point to the characters. Ask students how they think each person feels.
- Play the recording and encourage students to repeat the grammar structure.
- Hold up flashcards and encourage students to say sentences about them using the new structure.

Transcript

Uncle Alex: She's happy. He's sad.

2 Listen and circle. Say. 2•25

- Point to the people and ask students how they think each person feels.
- Tell students that they need to listen and circle the correct people. Play the first item on the recording and show students the example circle.
- Play the rest of the recording, pausing for students to circle the correct people in their books. Check answers by asking students to point to the correct people and make sentences, e.g. *He's (cold).*

21ST CENTURY SKILLS:

Information literacy

Students practice interpreting audio and visual information.

Transcript

1 He's cold.
2 She's happy.
3 She's hungry.
4 He's tired.
5 She's sad.
6 He's hot.

3 Sing. 2•26

- Play the song once for students to listen. Model the phrases from the song for students to repeat.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song for students to join in and do the actions.

How Are You Today? Song

He's tired … he's tired today.
He's tired … he's tired today.
And you? How are you?
I'm tired, I'm tired too.
She's cold … she's cold today.
She's cold … she's cold today.
And you? How are you?
I'm cold, I'm cold too.
He's hot … he's hot today.
He's hot … he's hot today.
And you? How are you?
I'm hot, I'm hot too.
She's hungry … she's hungry today.
She's hungry … she's hungry today.
And you? How are you?
I'm hungry, I'm hungry too.
He's sad … he's sad today.
He's sad … he's sad today.
And you? How are you?
I'm sad, I'm sad too.
She's happy … she's happy today.
She's happy … she's happy today.
And you? How are you?
I'm happy, I'm happy too.

4 Make a faces wheel. Play and say.

- Hand out the craft worksheets. Make sure students have colored pens, scissors, and paper fasteners.
- Students color the faces and the arrow. Then they cut out the wheel and the arrow and use the paper fastener to join the two together. They can play with their faces wheels in pairs, taking turns spinning the arrow and saying *He's/She's (happy).*

Finisher

- Play *True or false* to practice the feelings words. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice
Extra Practice Student Book page 100
Workbook page 53

Notes

Lesson 3 pages 72–73

Classroom Presentation Tool

Objectives

To present new vocabulary in the context of the story.

To practice the new vocabulary using the grammar structure from Lesson 2.

To practice a short Everyday English role play taken from the story.

To talk about a value.

Language and structures

Active: *fast, slow, noisy, quiet; Thanks. You're welcome.*

Passive: *listen, act, point, number, say*

Materials

Unit 8 flashcards; Class Audio CD 2; Storycards; Our Values sticker

Warmer

- Play the *How Are You Today? Song* from Unit 8 Lesson 2 page 71 2•26 for students to listen, do the actions, and join in as much as possible.

1 Watch or listen. 2•27 Act it out.

- Point to the characters in the story and ask students to name them.
- Play the recording, encouraging students to point to the correct pictures.
- Play the recording again and use the questions to ask students about each frame.

Frame 1: *Where are Jack and Lucy? (At the park.) What are they doing? (They're playing on the swings.) Who are they looking at? (A boy.) What is Megabyte doing? (He's timing the boy.)*

Frame 2: *Who is Lucy looking at now? (A girl.) What is the girl doing? (She's riding on a zipline.) Is the girl happy? (Yes.) Can you point to Megabyte?*

Frame 3: *What is Lucy doing now? (Sitting on a bench.) Who are Jack and Lucy looking at? (A girl.) How does the girl feel? (She's hot and tired.) What does Lucy have? (An apple.)*

Frame 4: *Who are Jack and Lucy talking to? (The tired girl.) Is Lucy sad? (No.) How does Jack feel? (Happy.)*

Frame 5: *How many children are in this picture? (Three.) Can you point to Jack and Lucy? What is Megabyte doing? (Giving the girl a drink.) Is the girl happy? (Yes.)*

Frame 6: *Can you point to Lucy? What are the children doing now? (Dancing.) Where is the music coming from? (Megabyte.) What are the other people doing? (Watching the dancing.)*

- Allow students to talk about the story. Ask them what happened at the end of the story.

- Alternatively, you can use the storycards to present the story. Hold up the cards while the recording plays and then ask students the questions on the back of the storycards.
- Allow students to talk about the story. Ask them how Megabyte helps the girl.
- Divide the class into groups to act out the story.
- Allow students time to practice in their groups, then invite groups to act out the story for the class.

Transcript

Lucy: Wow! Look!
Jack: He's fast!
Lucy: She's noisy!
Lucy: Look! She's hot.
Jack: She's tired.
Jack and Lucy: Oh no! She's sad.
Jack: Hello! I'm Jack.
Lucy: How are you?
Girl: I'm tired. And I'm hot.
Jack: This is Megabyte!
Girl: Wow! Thanks!
Megabyte: You're welcome.
Girl: I'm happy!
Lucy and Jack: Thanks, Megabyte!

Our Values

- Show the class the space for the *Our Values* sticker. Read aloud the value (*We are kind.*) and tell students that it is good to be kind to others.
- Ask students to show you how they are kind. Encourage students to mime being hot/tired/cold/hungry/sad. Then invite other students to help them.
- Congratulate students and award them the value sticker. They stick the sticker in the space on page 72.

Further practice

Workbook page 54

2 Listen and point. Say. 2•28

- Introduce the new words using the flashcards. Hold up the flashcards and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures in their books. Play the recording again for students to listen, point, and repeat the words.

Transcript

fast, slow, noisy, quiet
slow, quiet, noisy, fast

3 Listen and number. Say. 2•29

- Point to each of the people in the picture and ask students words to describe them (e.g. *noisy, fast, quiet, slow*).
- Play the recording for students to listen and point to the correct people.
- Show students the answer boxes next to each person. Tell students to listen and write the correct number in each box. Play the recording again for students to write the numbers.
- Check answers by asking *Who's number (1)?* Students point to the correct people and make sentences, e.g. *She's (quiet).*

Transcript

1 She's quiet.
2 She's fast.
3 He's noisy.
4 She's slow.
5 He's quiet.

4 Listen and repeat. 2•30

- Play the recording for students to listen. Then play it again, for students to repeat the lines.

Transcript

Girl: Thanks.
Boy: You're welcome.

5 Act it out.

- Model the exchange a few times with the Megabyte puppet. Then invite students to act it out in pairs. Tell students they can use these expressions whenever someone does something for them.

21ST CENTURY SKILLS:
Communication
Students learn to interact linguistically in an appropriate way.

Finisher

- Play *Pass the flashcards* with the Unit 8 flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice

Extra Practice Student Book page 101
CD-ROM: Vocabulary and Grammar Worksheet Unit 8 Lesson 3
Workbook page 55

Notes

Lesson 4 page 74

Classroom Presentation Tool

Objectives

To present a CLIL concept (Social Studies).

To practice the unit vocabulary and grammar through a CLIL concept.

Language and structures

Active: *feelings words; adjectives; face*

Passive: *listen, stick, draw*

Materials

Unit 8 flashcards; Class Audio CD 2; CLIL stickers; CLIL Worksheet Unit 8 Lesson 4; colored pens

Warmer

- Play *What number is it?* with the Unit 8 flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Listen and stick. 2•31

- Turn to the stickers section of the Student Book. Hold up your book and point to each of the CLIL stickers in turn. Say the words for students to point to the correct stickers. Then point to the stickers and encourage students to say the words.
- Play the recording for students to listen and point to the correct pictures on page 74. Play the recording again for students to listen and stick the stickers in the correct spaces.
- Ask students to point to the stickers and make sentences, e.g. *A (happy) face.*

Transcript

1 Look at his face. He's happy.
2 Look at his face. He's sad.
3 Look at her face. She's hot.
4 Look at her face. She's tired.

21ST CENTURY SKILLS:

Social and cross-cultural interaction
Students learn to interpret facial expressions and relate them to emotions.

2 Draw.

- Point to each of the pictures and ask students how each person feels.
- Show students the example face. Tell students that they need to draw faces to show how each person feels. Draw a happy face and a sad face on the board. Ask students which face is happy and which is sad.
- Students draw faces to show how each person feels. Check answers by asking students to point to the pictures in their books and say *He's/She's (happy/sad).*

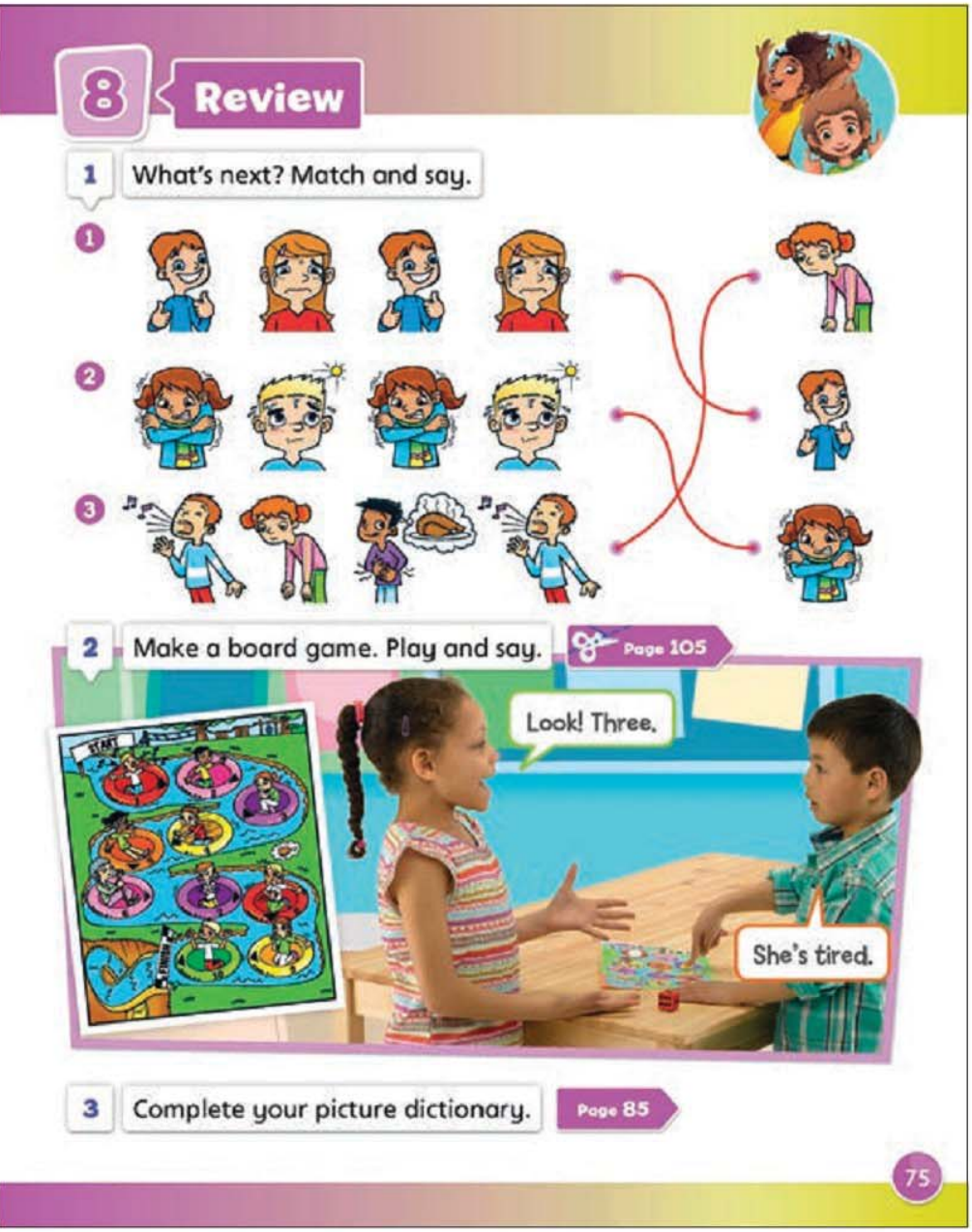
3 Draw. Point and say.

- Hand out the CLIL worksheets. Tell students that they are going to make a feelings journal. Ask students to name the feelings shown on the example faces.
- Show students the journal. Explain that there is one section for each day of the week. Ask students what day it is today. Tell them to point to the correct section in the journal.
- Tell students to think about how they are feeling today, and then draw a face in the journal to show how they feel.
- Students ask and answer in pairs, e.g. *A: How are you? B: I'm (tired)!* Encourage them to act out the feelings as they give their answers.
- Students complete the rest of the journal over the course of the week, until the next lesson. Ask students to show you their journals in the next lesson. Say *It's (Tuesday)! How are you?* and encourage them to answer.

Finisher

- Play *Draw and guess* to practice the feelings words. Draw faces showing different feelings. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice
Workbook page 56



Review page 75

Classroom Presentation Tool

Objectives

To review the linguistic content of the unit.

Language and structures

Active: *feelings words; adjectives; She's/He's (tired).*

Passive: *match, say, make, game, play, complete, picture dictionary*

Materials

Unit 8 flashcards; Megabyte puppet; Class Audio CD 2; Craft Cut-out Unit 8 Review; colored pens; dice; counters (or erasers, coins, etc.)

Warmer

- Ask students to show you their feelings journals and say how they felt on each day.

1 What's next? Match and say.

- Point to the people and ask students to make sentences (e.g. *He's happy.*). Explain that each set of people is a pattern, and students need to decide which feeling/person comes next in each sequence.
- Point to the first set of pictures and ask students what they think comes next (*A happy boy.*). Tell them to point to the correct picture on the right. Then they draw a line matching the set of pictures on the left to the picture on the right.
- Move around the class as students complete the rest of the activity. Help if necessary. Check answers by asking students to say sentences about the people in each sequence and the picture that comes next in each sequence.

21ST CENTURY SKILLS:

Critical thinking and problem-solving
Students solve a visual puzzle.

2 Make a board game. Play and say.

- Tell students they are going to make a game. Point to the pictures and ask students what they need to make the game (card stock / paper, colored pens).
- Divide the class into pairs. Ask students to turn to page 105 in their Student Books and hand out a dice and two counters to each pair. If you don't have counters, students can use small objects such as erasers or coins.
- Model how to play the game. Throw the dice, and then count along the pictures according to the number shown on the dice. Make a sentence about the picture you land on (e.g. *Look! Two! He's sad.*).
- Students play the game in pairs.

TEACHING TIP

If students still have their dice from Unit 4, they can use these to play the game.

3 Complete your picture dictionary.

- Tell students to turn to page 85 of their Student Books and look at the Picture Dictionary section for Unit 8.
- Point to each of the pictures and ask students to say the correct words.
- Students color the pictures in the Picture Dictionary. Move around the class as they work, asking questions, e.g. *Is she (tired)? How does (he) feel?*

Extension activity

Divide the class into two teams. Invite students from each team in turn to make a sentence about one of the people on the board game (e.g. *He's cold.*). Ask a student from the other team to say the correct number (e.g. *He's number 7.*).

Finisher

- Play *What card is missing?* with the Unit 8 flashcards. See Ideas Bank (Teacher's Book page 140) for instructions.

Further practice
Unit 8 Test
Workbook page 57

Culture 4
My Family Barbecue

pages 76–77

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To think about what you can eat at a barbecue.

Language and structures

Active: *burger, salad, corn, juice*

Passive: *listen, point, say, number, circle, match, draw, family, barbecue*

Materials

Class Audio CD 2; Megabyte puppet; colored pens; one sheet of paper per student

Warmer

- Play *Odd one out* to practice the vocabulary from Units 7 and 8. See Ideas Bank (Teacher's Book page 140) for full instructions.

1 Listen and point. Say. 2•32

- Use the Megabyte puppet to point to the pictures and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.

Transcript

salad, burger, corn, juice
corn, salad, juice, burger

2 Listen and number. 2•33

- Point to the food items in the photo and ask students the words.
- Play the recording for students to listen and point to the correct items.
- Show students the answer boxes. Tell students to listen and write the correct number in each box. Play the recording again for students to write the numbers.
- Check answers by asking *What's number (1)?* and eliciting the correct words from students around the class.

Transcript

1 Yum! A burger!
2 Mmm! Juice.
3 Corn.
4 Yum! Salad!

Culture note

Barbecues are very popular in the USA, and many people enjoy gathering together with friends and family to cook and eat outdoors. Sometimes people barbecue in their yards, but sometimes they take a grill to a park or beach. Some picnic areas in the USA have grills for people to use. Popular barbecue foods include burgers, hot dogs, chicken, and steaks.

3 Circle and match.

- Point to the items in the small pictures and ask students to name them.
- Ask students to find the same items in the main picture. Tell students to circle the matching items in the main picture. Then they draw lines to match the items in the main picture to the corresponding small pictures.
- Check answers by asking students to point to and name the matching food items and show you the lines in their books.

4 Draw your family barbecue.

- Show students the picture at the bottom of the page and tell them that they are going to draw a picture of their family barbecue. Tell them to think about what food and drink they have at a barbecue. Elicit suggestions from students around the class.
- Move around the class as students draw their pictures, asking questions, e.g. *What is it? Who's this?*
- Invite confident students to show their pictures to the class, pointing to and naming the food and family members.

Finisher

- Play *Mime the word* to practice the food vocabulary. Students mime eating/drinking one of the new foods. See the Ideas Bank (Teacher's Book page 140) for instructions.

Notes

Holidays
Happy Easter pages 78–79

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To think about what happens at Easter.

Language and structures

Active: *bunny, egg, flowers, basket*

Passive: *connect, dots, Easter decoration, hot cross buns; What is it? What color is it?*

Materials

Flashcards from any previous units; Class Audio CD 2; Megabyte puppet; Easter Craft Worksheet; ready-made Easter decoration (optional); scissors; glue; colored pens

Warmer

- Play *Odd one out* with the flashcards from previous units. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Listen and point. Say. 2•34

- Introduce the new words using the Megabyte puppet. Point to the pictures and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.

Transcript

egg, flowers, bunny, basket
egg, basket, flowers, bunny

2 Find and circle.

- Point to the Easter items in the small photos on the right and ask students to name them.
- Ask students to find the basket in the main photo. Tell them to draw a circle around it.
- Move around the class as students find and circle the other items. Point to the Easter items and ask *What is it?* Encourage students to say the new words.
- Check answers by asking students to point to each circled item in the main photo and say the correct word.

3 Connect the dots. Color.

- Point to the bunny, egg, flowers and basket and ask students to name them.
- Show students the dots and the example line. Explain that they need to connect the dots to complete the picture, then color the picture.
- Move around the class as students complete the activity. Point to the items in the picture and ask *What is it? What color is it?* Encourage students to answer with the correct words.

4 Sing. 2•35

- Play the song once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in as much as possible and do the actions.

Hot Cross Buns Song

Hot cross buns, hot cross buns,
One a penny, two a penny,
hot cross buns.
Hot cross buns, hot cross buns,
One a penny, two a penny,
hot cross buns.

Culture note

Hot cross buns are sweet, round buns made with raisins or currants. They are marked with a cross on the top. Hot cross buns are a traditional Easter food in the UK, Ireland, Australia, New Zealand, South Africa, the USA, India, and Canada. People usually eat hot cross buns on Good Friday, but these days they are so popular that in some places you can buy them all year round.

TEACHING TIP

You might like to invite students to talk about the foods that they eat at Easter and discuss if Easter eggs, bunnies, flowers, and baskets are something familiar to them.

21ST CENTURY SKILLS:

Social and cross-cultural interaction
Students express their experiences of a traditional holiday.

5 Make an Easter decoration.

- Tell students they are going to make an Easter decoration.
- Hand out the craft worksheets and show students how to make the decoration by coloring it and cutting it out. Then they glue the body of the bunny into a tube and glue the ears on the top of the tube.
- Make sure students have colored pens, scissors, and glue.
- Move around the class as students make their decorations. Ask questions such as *What is it? What color is it?* Encourage students to answer.
- Students can place their decorations around the classroom.

Finisher

- Play *Draw and guess* to practice the Easter vocabulary. See Ideas Bank (Teacher's Book page 141) for instructions.

Further practice
Workbook page 60

Notes

Holidays
It's Christmas! pages 80–81

Classroom Presentation Tool

Objectives

To present and practice four new items of vocabulary.

To think about what happens at Christmas.

Language and structures

Active: *tree, star, decoration, present, toys*

Passive: *We wish you a Merry Christmas. What is it? What color is it?*

Materials

Unit 3 flashcards; Class Audio CD 2; Megabyte puppet; Christmas Craft Worksheet; ready-made Christmas decoration (optional); scissors; string; colored pens; glitter (optional)

Warmer

- Play *Mime the word* to review the toys vocabulary. See Ideas Bank (Teacher's Book page 140) for instructions.

1 Listen and point. Say. 2·36

- Introduce the new words using the Megabyte puppet. Point to the pictures and say the words for students to repeat.
- Play the recording for students to listen and point to the correct pictures. Play the recording again for students to listen, point, and repeat the words.

Transcript

star, present, decoration, tree
present, star, tree, decoration

2 Match.

- Point to the toys in the bottom row and ask students to name them.
- Show students the pictures in the top row. Explain that these are Christmas presents, and they need to guess what each one is and draw a line to match each present to the correct toy. Ask students to guess what the first present is (a kite), and to point to the kite in the bottom row. Show students the example line linking the two pictures.
- Move around the class as students complete the activity. Point to the pictures and ask *What is it?* Encourage students to answer with the correct toy words.
- Check answers by asking students to show you the lines in their books and say the correct word for each picture.

3 Find and circle.

- Point to the Christmas items in the small photos on the right and ask students to name them.
- Ask students to find the star in the main photo. Tell them to draw a circle around it.
- Move around the class as students find and circle the other items. Point to the Christmas items and ask *What is it?* Encourage students to say the new words.
- Check answers by asking students to point to each item in the main photo and say the correct word.

4 Sing. 2•37

- Play the song once for students to listen.
- Play the song again, modeling the actions (see Teacher's Book page 142) and encouraging students to copy them.
- Play the song once more for students to join in as much as possible and do the actions.

We Wish You A Merry Christmas Song

We wish you a Merry Christmas.
We wish you a Merry Christmas.
We wish you a Merry Christmas and a Happy New Year!
Glad tidings we bring to you and your kin.
We wish you a Merry Christmas and a Happy New Year!

21ST CENTURY SKILLS:

Social and cross-cultural interaction
Students learn a traditional Christmas song from another country.

Culture note

Students in the USA leave a plate of Christmas cookies out for Santa to eat when he arrives at their house.

5 Make a Christmas decoration.

- Tell students they are going to make a Christmas decoration.
- Hand out the craft worksheets and show students how to make the decoration by coloring it and cutting it out. Then they punch a hole in the top and thread string through it.
- Make sure students have colored pens, scissors, glitter, and string.
- Move around the class as students make their decorations. Ask questions such as *What color is it?* Encourage students to answer.
- Students can hang their decorations around the classroom, or on a class/school Christmas tree if you have one.

Finisher

- Play *Draw in the air* to practice the toys and Christmas vocabulary. See Ideas Bank (Teacher's Book page 141) for instructions.

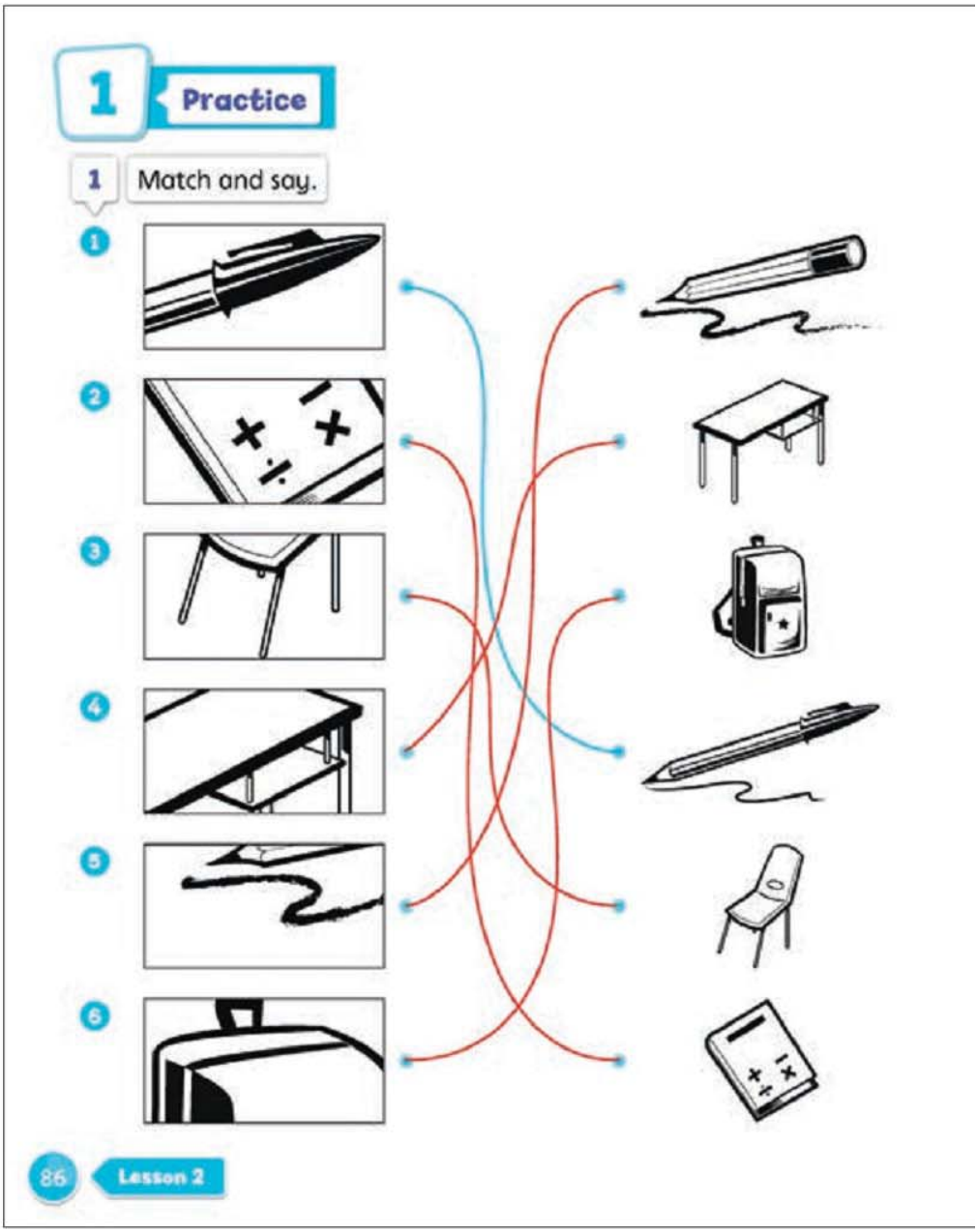
Further practice
Workbook page 62

Notes

Unit 1 At School
Lesson 2 page 86

1 Match and say.

- Point to each of the pictures and ask students around the class to name the items (*pen, book, chair, desk, pencil, backpack*).
- Ask students to find two pens. Show them the example line. Explain that they need to draw lines to match the classroom objects.
- Move around the class as students complete the activity, asking questions to help if necessary, e.g. *What is it?*
- Check answers by asking students to point to the matching items in their books and name them.



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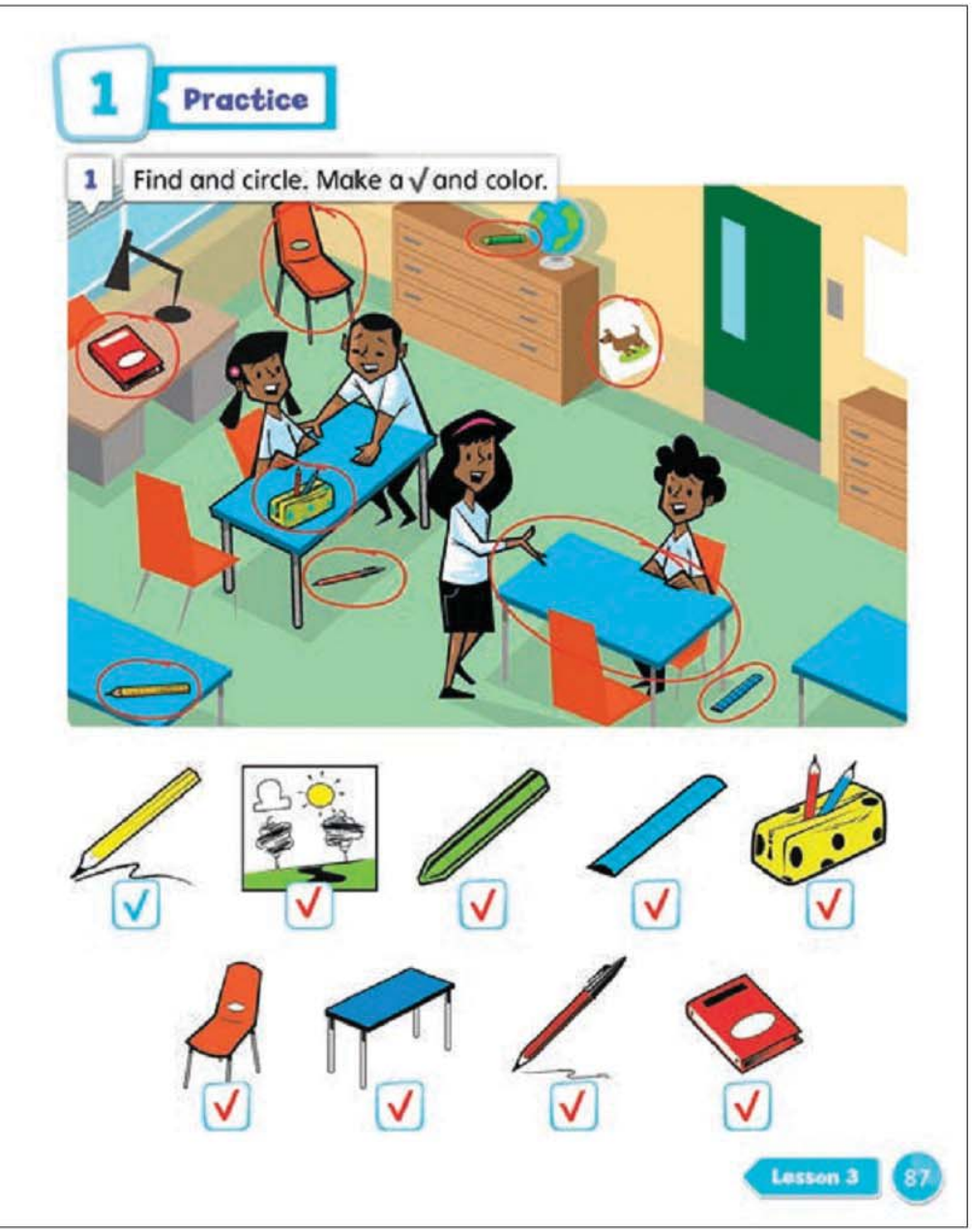


Lesson 3 page 87

1 Find and circle. Make a ✓ and color.

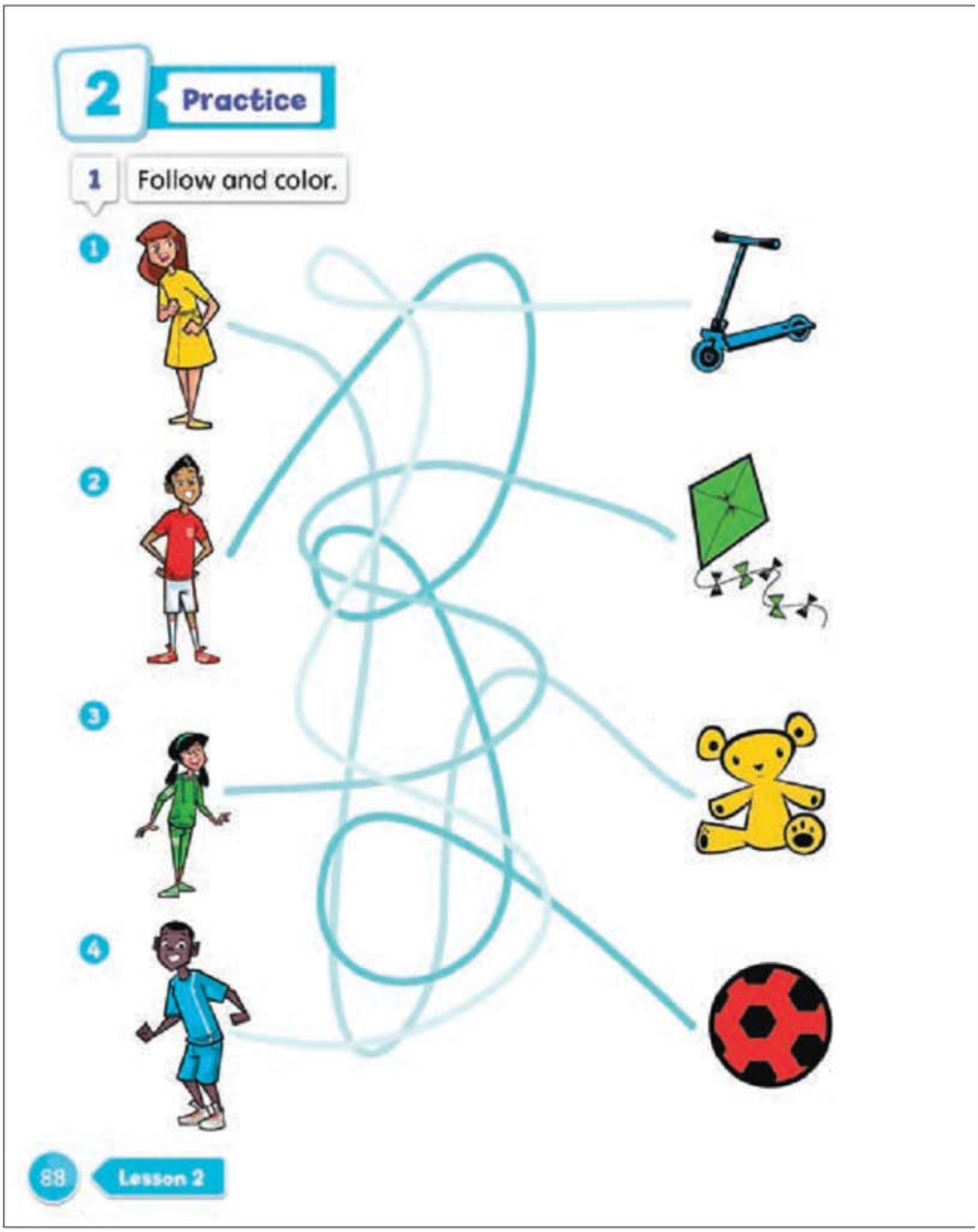
- Point to the small pictures and ask students to name the items (*pencil, picture, crayon, ruler, pencil case, chair, desk, pen, book*).
- Ask students to find a pencil in the main picture. Tell students to circle the pencil in the main picture and check the box below the small picture. Explain that students need to do this for each of the items.
- When students have completed the activity, check answers by asking them to point to the circled items in the main picture and name them (*picture, crayon, chair, book, pencil case, pencil, pen, desk, ruler*).

Notes

Unit 2 Fun Colors
Lesson 2 page 88

1 Follow and color.

- Show students the jumbled lines. Explain that each line connects a person to a toy. Students need to follow the lines (following them with their fingers or with pencils) to find which toy belongs to each person. Then they color the toys the same color as the person they belong to.
- Complete the first item with the class. Then allow students time to complete the activity alone or in pairs.
- Check answers by asking students to point to the toys and name the color (*blue, green, yellow, red/black*).



Notes

2 Practice

1 Color the picture.

Lesson 3 page 89

1 Color the picture.

- Students color the picture according to the colored circles on each object.
- Move around the class asking *What color is it?* about items in the picture.
- Invite students to show their completed pictures to the class, pointing to items and saying the correct colors (*purple, pink, brown, orange, gray*).

Notes

Unit 3 Cool Toys!
Lesson 2 page 90

1 Follow and color. Say.

- Point to the toys and ask students to name them. Repeat with the colors in the paint box.
- Show students the jumbled lines and explain that they need to follow the lines to match the toys to the colors. Then they color the toys the correct colors.
- Move around the class as students work, asking questions, e.g. *What is it? What color is it?* Encourage students to answer *It's a (ball). It's a (blue ball).*
- Check answers by asking students to point to each toy, name it, and say what color it is (*ball/blue; teddy/green; kite/purple; bike/red; doll/yellow; scooter/pink*).

Notes

3 Practice

1 Circle the differences.

Lesson 3 page 91

1 Circle the differences.

- Point to each of the pictures and ask students what they can see (*plane, boat, train, helicopter, teddy, ball, car*). You can also teach the students the word *rocket*.
- Ask students if they can see any differences between the two pictures. Prompt them, if necessary, by asking, e.g. *What color is the boat?*
- Students complete the activity by circling the differences.
- Check answers by asking students to point to the toys in each picture and say what the differences are, e.g. *green boat, yellow boat, brown plane, purple plane.*

Notes

Unit 4 Let's Count!
Lesson 2 page 92

1 Count, connect and circle. Say.

- Point to the toys and ask students to name them. Point to each of the numbers and ask students to say them (*one, two, three, four, five*).
- Point to the picture of the kites and ask *How many kites?* Elicit the answer *Five.* Tell students to draw a line to match the picture to the number 5 and circle the number.
- Allow students time to complete the rest of the activity. Ask questions to help if necessary, e.g. *How many (boats)?*
- Check answers by asking students to point to each picture, say (*five*) (*kites*), and point to the correct numbers (*five/kites; two/boats; four/balls; six/teddies*).

Notes

4 Practice

1 Count. Write the number. Color.

7

8

2

10

1

3

5

6

Lesson 3 page 93

1 Count. Write the number. Color.

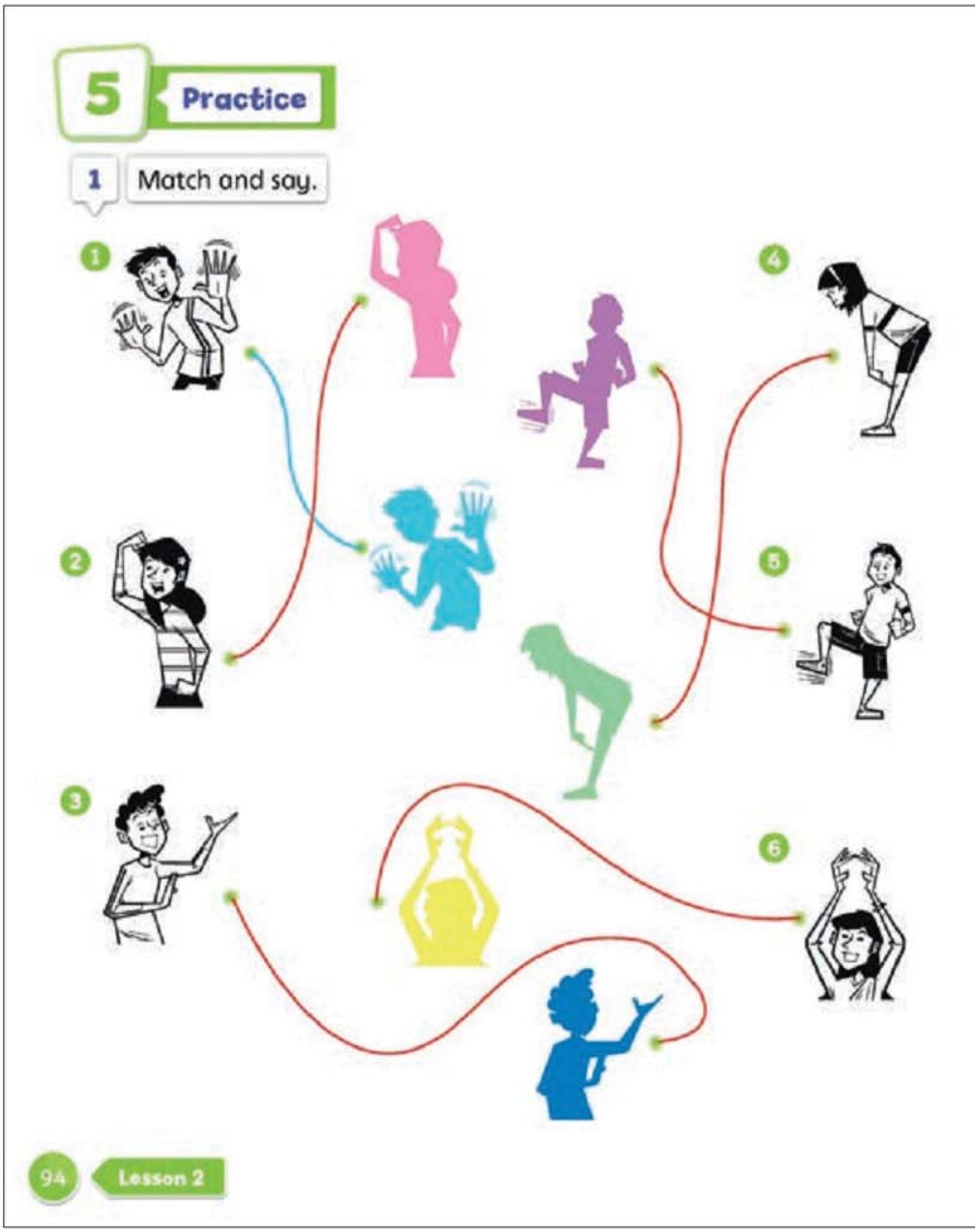
- Point to the small pictures and ask students to name the items (*kite, chair, helicopter, ball, plane, scooter, boat, bike*).
- Point to the main picture and ask *How many (kites)?* Help students to count the kites and encourage them to answer *Seven.* Show students the example number 7 in the first answer box. Explain that students need to count each of the items in the main picture and write the correct numbers in the boxes.
- Help students to count the items in the main picture if necessary. When students have completed the activity, check answers by asking them to point to the items in the main picture and count them. Then they say the correct number for each item (*eight chairs, two helicopters, ten balls, one plane, three scooters, five boats, six bikes*).
- Students can then color in the picture.

Notes

Unit 5 My Body
Lesson 2 page 94

1 Match and say.

- Point to each of the pictures and ask students to say the correct instructions.
- Tell students that they need to match each picture to a silhouette. Point to the silhouettes and ask students to say the correct instructions.
- Allow students time to complete the activity alone or in pairs, by drawing lines to match the pictures to the silhouettes.
- Check answers by asking students to point to the matching pictures in their books and say the instructions.



Notes

5 Practice

1 Circle the odd one out. Say.

Lesson 3 page 95

1 Circle the odd one out. Say.

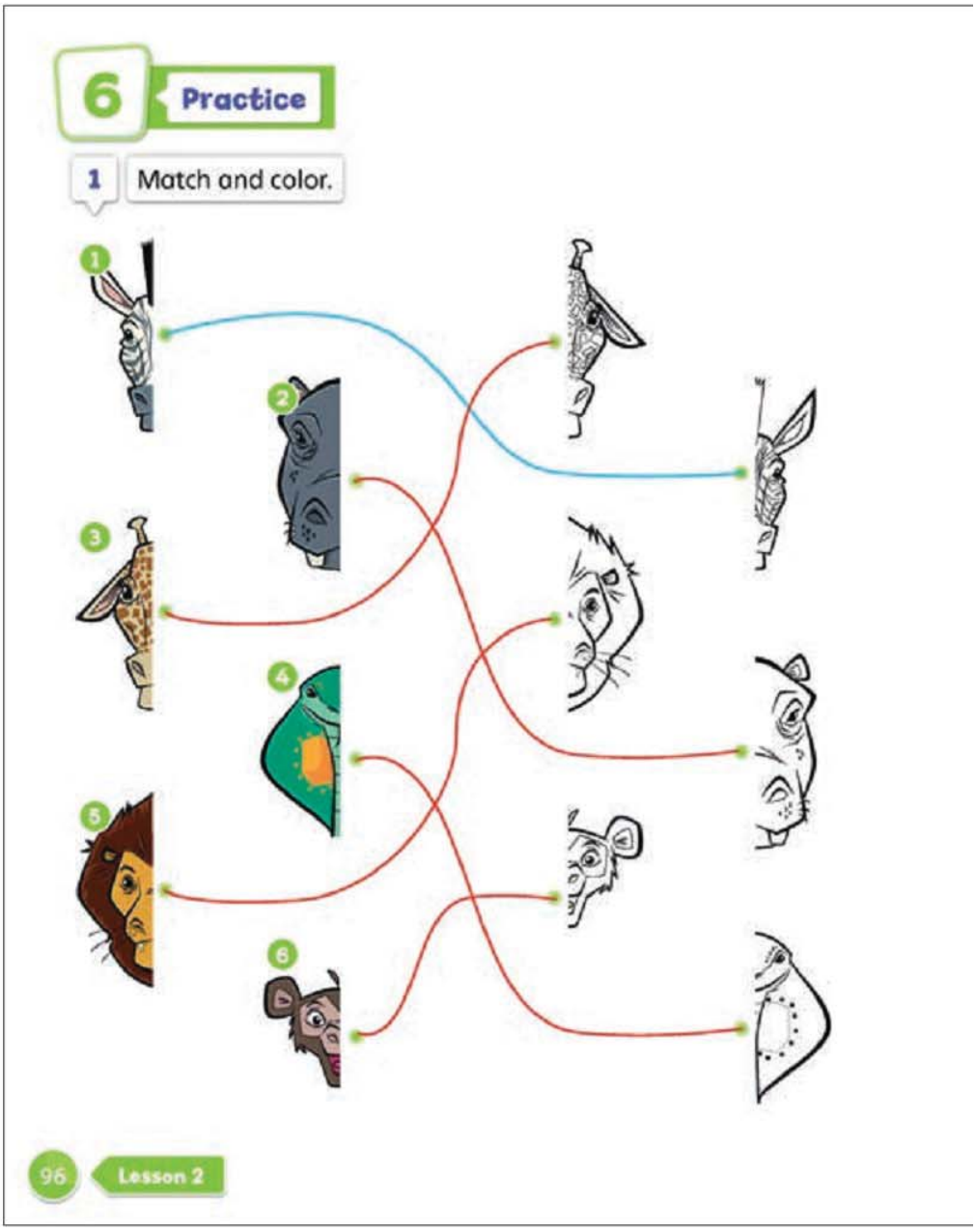
- If necessary, review instructions and parts of the body with students.
- Point to each of the pictures and ask students to say the instructions. Ask students which of the pictures in the first row is different. If necessary, help by saying the instruction for each picture, stressing the verb, e.g. *Touch your nose.*
- Students complete the activity by circling the odd one out in each set of pictures. Check answers by asking students to point to the odd one out in each row and say the instructions.

Notes

Unit 6 Animals
Lesson 2 page 96

1 Match and color.

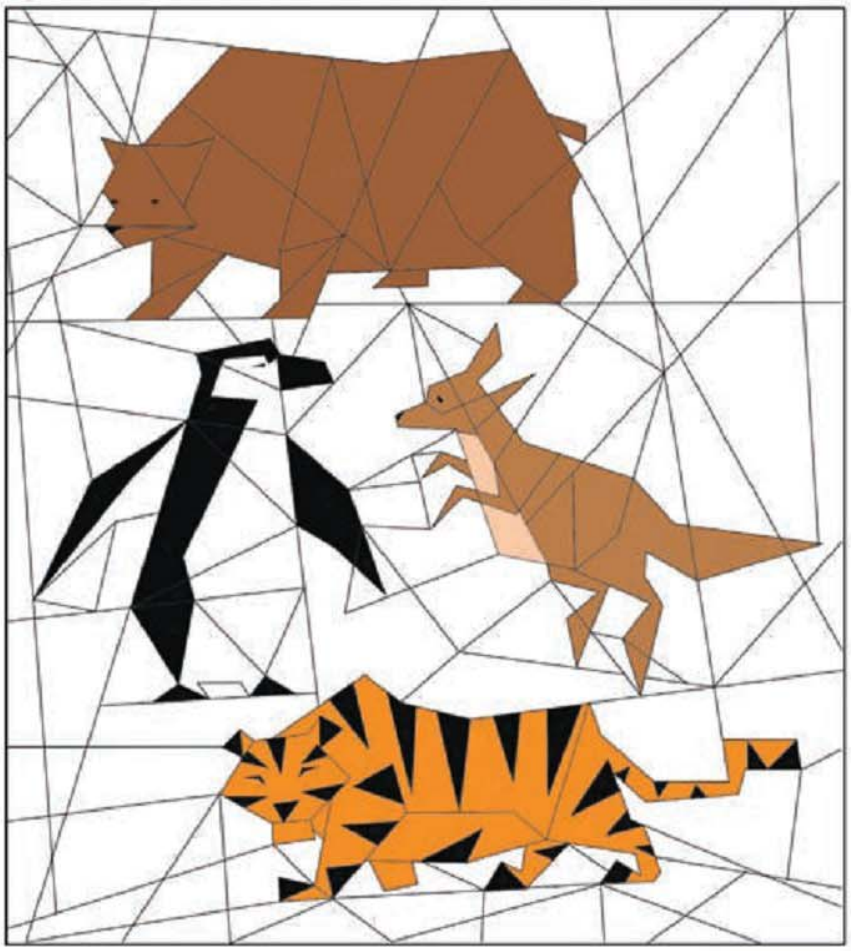
- Point to the animals on the left and ask students to name them (*zebra, hippo, giraffe, snake, lion, monkey*).
- Show students the half-pictures of animals on the right. Ask them to find the zebra. Tell students to draw a line to match the two zebras, and then color them.
- Students complete the rest of the activity. Check answers by asking students to point to the matching animals in their books and name them. Ask students what color(s) each animal is.



Notes

6 Practice

1 Color the animals.



Lesson 3 page 97

1 Color the animals.

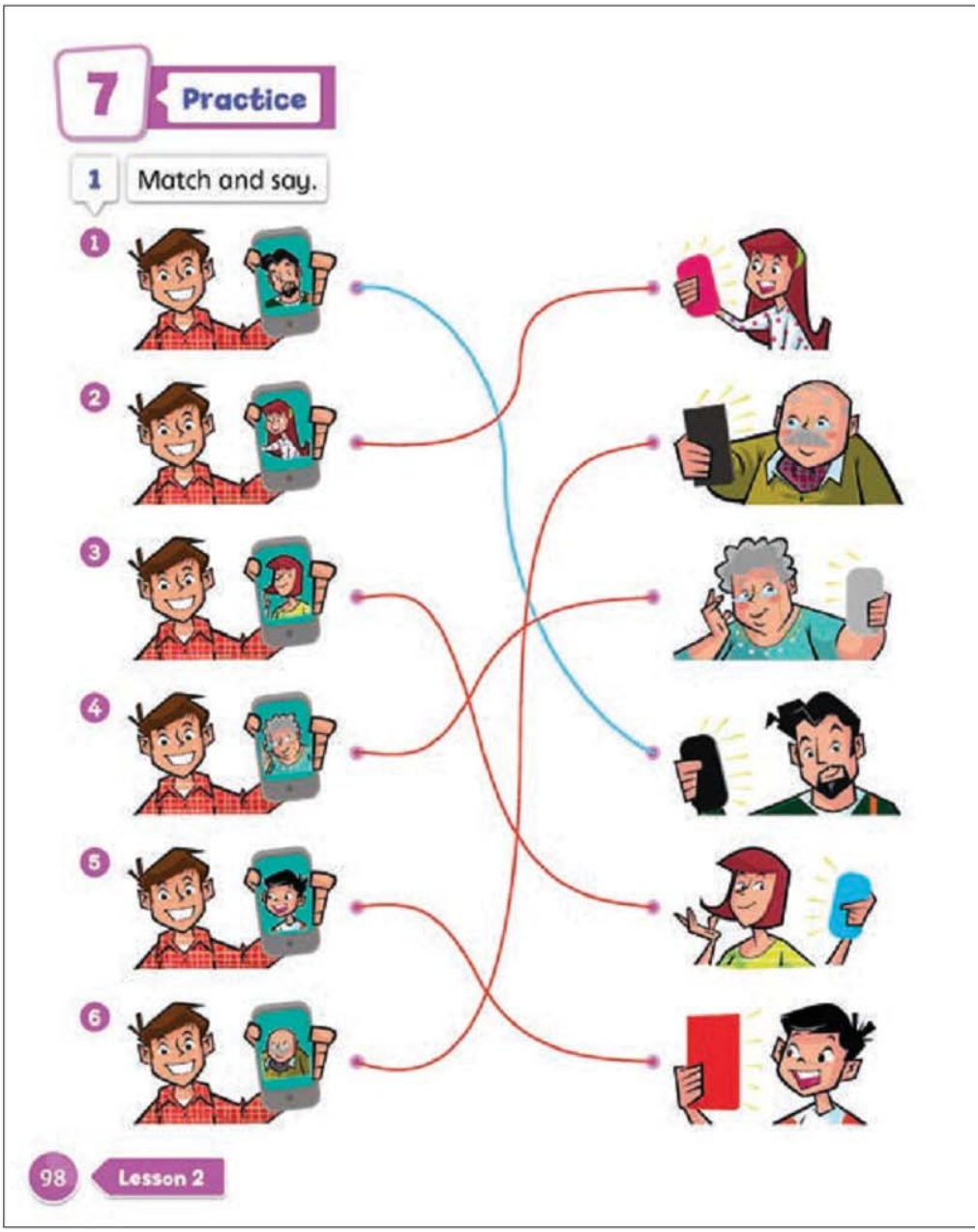
- Show students the picture and ask them to look at the colored dots in some of the shapes.
- Tell students to color the shapes according to the colored dots in them.
- Ask students around the class to tell you which animals are revealed after they have colored in the shapes (*a bear, a tiger, a kangaroo, a penguin*).
- Ask students the color of each animal (*brown bear, black and white penguin, brown kangaroo, orange and black tiger*).

Notes

Unit 7 My Family
Lesson 2 page 98

1 Match and say.

- Tell students that all of the people on this page are in the same family. The people on the right have sent photos to the boy on the left. Ask students which member of the family each person is (*mom, dad,* etc.).
- Tell students to draw lines to match the people to the photos the boy is showing on his cell phone.
- Check answers by asking students what the boy is saying about each photo (*dad, sister, mom, grandma, brother, grandpa*).



Notes

Lesson 3 page 99

1 Find and circle. Say.

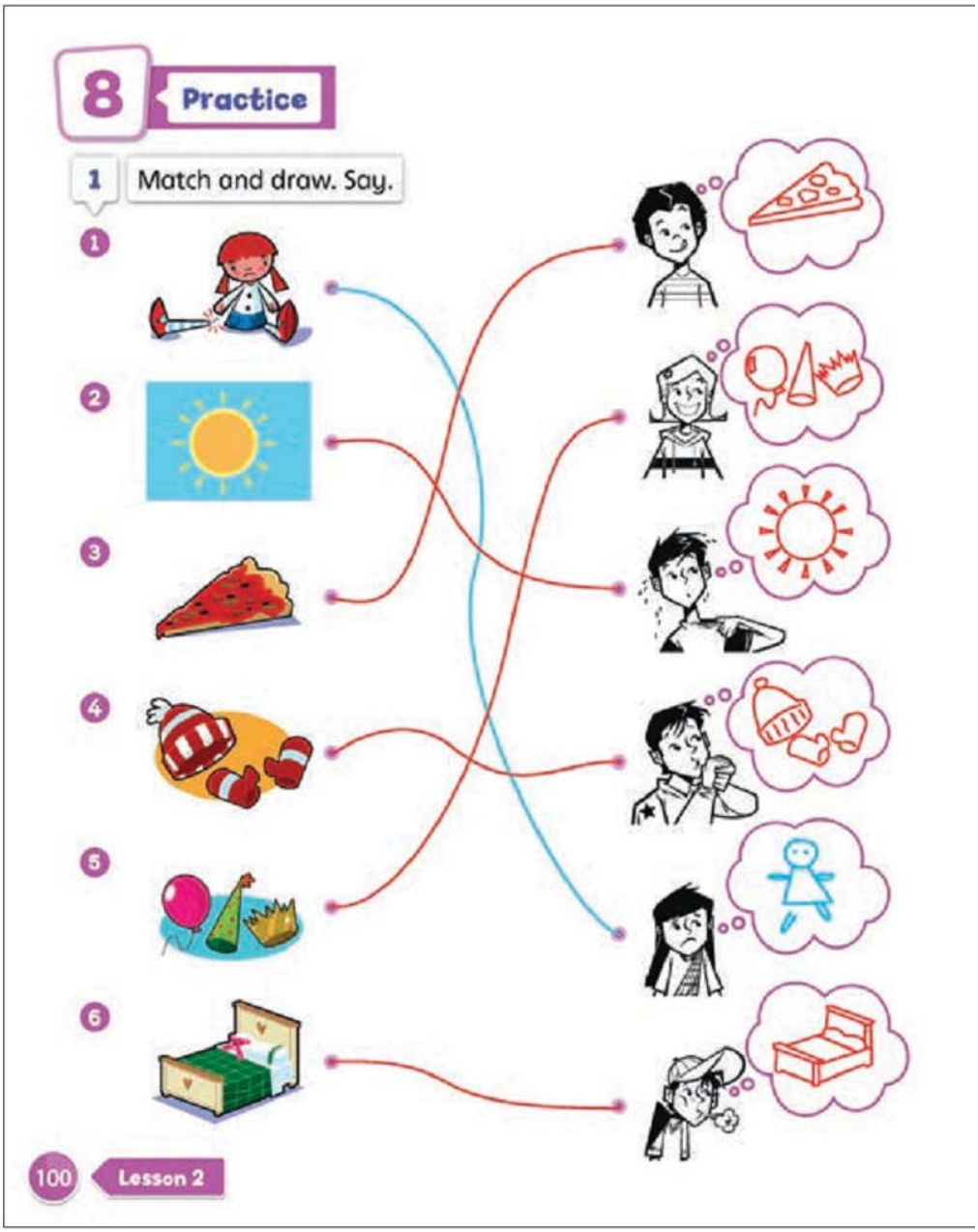
- Point to the pictures and ask students to name the animals. Explain that each of the people has lost an animal, and they need to look very carefully at the posters and the pictures to find which animal belongs to each person.
- Ask students what the hamster on the first girl's poster looks like. Then ask them to find the correct hamster in the picture.
- Students can work alone or in pairs to complete the activity.
- Check answers by asking students to point to the correct animal in each picture and say a sentence, e.g. *This is my (hamster).*

Notes

Unit 8 Feeling Good
Lesson 2 page 100

1 Match and draw. Say.

- Point to the people on the right and ask students to suggest how each person is feeling using the adjectives they've learned. The first boy is hungry (*hungry*); the first girl is happy (*happy*), the second boy is hot (*hot*), the third boy is cold (*cold*), the second girl is sad (*sad*), and the fourth boy is tired (*tired*).
- Ask students which of the items on the left the first boy on the right is thinking about (*the pizza*).
- Students complete the activity by drawing lines to match the pictures on the left to the people on the right. Then they draw the correct items in the thought bubbles.
- Check answers by asking students to show you their completed thought bubbles and say how each person feels.



Notes

8 Practice

1 Circle the odd one out.

Lesson 3 page 101

1 Circle the odd one out.

- Before starting the activity, review the adjectives studied with students (*fast, slow, noisy, quiet*).
- Point to each of the pictures and ask students to describe each person using the adjectives learned (e.g. *He's quiet.*). Ask students which of the pictures in the first row is different.
- Students complete the activity by circling the odd one out in each set of pictures.
- Check answers by asking students to point to the odd one out in each row and describe the person (*1 He's quiet. 2 He's slow. 3 She's noisy. 4 She's hot. 5 He's fast. 6 He's quiet.*).

Notes

Ideas Bank

Vocabulary games

All of the following games are excellent ways of reinforcing vocabulary in a stimulating way. Furthermore, all of them are ideal ways to start a lesson to review lexical sets that you have already presented. Any one of them would make a useful warmer or finisher routine for your class. Consider this section as a bank of flexible Warmer and Finisher resources.

Flashcard games

Little by little

Cover a flashcard with a sheet of paper and hold it up in front of the class. Start to move the paper very slowly to reveal the card and ask students *What is it?* Continue revealing the flashcard, pausing to ask students *What is it?* and to allow the class to offer their ideas. Repeat with another flashcard when a student guesses correctly.

Mystery flashcard

Put a flashcard inside a large envelope and show the class the envelope. Ask students to draw what they think is inside the envelope. When everyone has finished, ask students what they have drawn. Then open the envelope and reveal the mystery flashcard.

Fast flashcards

Show a set of flashcards one after the other, fairly fast. As you run through each flashcard, say the word for one of the flashcards. Students call *Stop* when the word and the picture match.

Find the flashcards

Ask five students to leave the classroom. Then ask the class to help you hide five flashcards somewhere in the classroom. Bring the five students back into the room and ask them to find the missing flashcards and say what they are.

Pass the flashcards

Arrange students in a circle and hand out the flashcards to different students. Play a song from the Class Audio CD while students pass the flashcards around the circle. Stop the music at random points. Each student with a flashcard holds it up and says the correct word. Alternatively, when you stop the music, you can call out a word, and the student with that flashcard must hold it up.

Kim's game

Put up a set of flashcards on the board. Point to each flashcard and ask the class *What is it?* Repeat the correct word for each flashcard with students, and then turn each flashcard over. When the flashcards are all face down, ask again and see how many students can remember which flashcard is which.

What number is it?

Put up a set of flashcards of words you want to review, for example toys. Below each one put a number flashcard. Say the name of a toy and ask *What number is it?* Alternatively, say the number and ask *What is it?*

Mime the word

Divide the class into two teams. Tell one team to choose a flashcard/word from the new vocabulary set and mime the word for the opposite team. If the opposite team guesses the word correctly and pronounces the word correctly, they score a point. Otherwise the point goes to the team performing the mime.

Which one is missing?

Tell students to stand in a circle. Put a number of flashcards face up on the floor in the middle of the circle. Give students a couple of minutes to memorize them. Then tell them to turn their backs while you remove one of the flashcards. Tell students to turn back and ask them which flashcard is missing. The student who guesses first has a turn to remove one of the flashcards. Repeat several times.

Odd one out

Choose three flashcards from one lexical set, for example toys, and one card from a different category, for example classroom objects. Students have to say which flashcard does not belong with the others in the group.

Watch my lips

This activity helps students to concentrate on the mouth movements necessary to pronounce certain words. Put five flashcards up around the classroom. Explain to students that you are going to mouth a word silently and that they have to point to the right flashcard. Say the word silently, exaggerating your mouth movements. The student who points to the correct flashcard can try saying a word silently for the rest of the class to guess.

Hit the card

Put up three or more flashcards on the board and then invite three students to the front of the class and stand them in a line facing the board (don't position them too close). Give each of the students a small sponge ball and explain that the game is a bit like hitting the target. (Instead of sponge balls, you could use any small soft object, or make paper balls.) Say the word for one of the flashcards on the board. The players have to throw their ball at the right card and try to hit it.

What card is it?

Hide a flashcard behind your back and ask the class *What card is it?* Listen to their answers and then show the flashcard.

What card is missing?

Show a set of flashcards one after the other, and then take one out and show the set again. Students have to identify the one that is missing.

Guess the flashcard

Put up the flashcards on the board face down and write a number next to each one. Ask the class *What's number (one)?* Invite a student to the front of the class and ask them to try and guess. After hearing the answer, lift up a corner of the flashcard and say *No* if it is wrong and *Yes* if the student guessed right. If the student guesses correctly, turn the card face up. If the student doesn't guess the flashcard, leave it where it is and invite another student to guess. Continue the game until all the flashcards have been guessed and are face up.

Walk to the card

Put up a few flashcards around the classroom. Choose two or three students and explain that you are going to name the flashcards one after the other. Students walk as quickly as they can to the flashcard you name and stand next to it. The first person to the card is the winner.

Change places

Put up some flashcards around the classroom. Divide the class into as many groups as there are flashcards and position the groups near their flashcard. Name two flashcards. Students in those two groups have to move and change places.

Musical flashcards

Put up some flashcards around the classroom and play some music. Students wander freely around until you stop the music and name a flashcard. They then have to go to the flashcard you named.

True or False

Bring in two shoe boxes. Label one box with a big check and the other box with a big X. Invite two students to the front of the class, position them at some distance from the boxes, and give each of them a sponge or paper ball. Show a flashcard and say a word. If the word and the flashcard match, students have to throw

their ball into the box with the check on the side. If not, they throw it into the box with the X on the side. This can also be played as a team game, with one team member playing against a student from the other team. The player who throws the ball into the correct box wins a point for the team.

Tic-Tac-Toe

Divide the class into two teams. Draw a 3 x 3 grid on the board and stick a flashcard in each cell. Each team takes a turn saying a word for one of the flashcards. If they are correct, they draw a circle or an X in the cell. The first team to get three in a row wins.

Yes or No

Hold up flashcards from previous lessons and say a word (sometimes the correct word, and sometimes the wrong word). Students say whether or not the word matches the flashcard (*Yes* or *No*). Invite students to hold up flashcards and say correct or incorrect words for the rest of the class.

Four in a row

Invite a student (or a pair of students) to the front of the class. Hand the student (or students) four flashcards from previous lessons. Call out the words for the flashcards. The student (or students) stick(s) the cards on the board in the correct order. Repeat with other students and other flashcards.

Other word games

Draw and guess

Divide the class into two teams. Start drawing a known item on the board. Students from each team call out and guess what the item is. The student who guesses correctly wins a point for his/her team and takes a turn to draw an item on the board. If you have different-colored pens, use them and ask students to name the colors too.

Memory game

Place various classroom objects of different colors on your desk. Invite students to look at the items for one minute and try to remember all the objects and what color they are. Cover or remove the items on your desk. Invite students to name as many objects (with their colors) as they can remember.

Let's count!

Ask a student to choose a number from one to ten. The student next to them counts up from one to that number. If this student counts correctly, they stay in the game. If a student says the wrong number or can't remember the next number, they are out of the game. The last student left in the game is the winner.

How many?

Draw a number (up to ten) of simple objects (balls, flowers, apples, etc.) on the board. Ask students around the class to count the objects and say the correct number. This can also be played as a team game.

Draw in the air

'Draw' an object in the air with your finger. The first student to guess the object takes a turn to 'draw' something else.

Bingo!

Tell students to write five numbers from one to twenty in their notebooks. Call out the numbers in random order (keep a note of the numbers that you have called out). If a student has the number you call out, they can cross out that number in his/her notebook. The first student to cross out all his/her numbers wins the game.

Picture Bingo!

Ask students to draw four vocabulary items from the unit. Call out words from that unit in random order. If a student has the picture to match a word you call out, they can cross out that picture. The first student to cross out all his/her pictures wins the game.

Missing numbers

Write a sequence of four numbers on the board, with one number missing (draw a line for this number to go on). Invite students to come to the board and write the missing number, or to call out the missing number for you to write. If you like, you can use flashcards and ask students to stick the correct flashcard on the board to complete the sequence.

Six things

Ask students to choose six objects to put on their desk (e.g. classroom objects). Ask individual students to show their six objects to the class and say what color each thing is. Alternatively:

Tell the class to look at one student's set of objects and try to remember what color each item is.

Show the class six objects, and then put them in a bag. Make true or false statements about the objects, e.g. *The pen is blue. The book is red.* Students answer *Yes* or *No*.

Play in teams or in pairs.

Simon says

Tell students that if you say *Simon says*, they should follow the instruction you give. If you don't say *Simon says*, they should remain still. Begin by saying, e.g. *Simon says, touch your nose* and check to see if everybody is following the instruction. Give another order, this time without *Simon says*. Check again. Keep giving the class instructions with or without *Simon says*. If students follow an instruction that doesn't start with *Simon says* or if they fail to do what Simon says, they are out of the game. Play until one student is left.

Colors

In pairs, tell students to think of an object they can see in the classroom or in a picture in the Student Book and say what color it is. Their partners guess what the object is.

E.g. *It's red.*

It's the kite.

No!

It's the bag.

Yes!

Picture it!

Describe an animal / a monster / a person / an object to the class and tell them to draw what you are describing. See how accurately the students draw what you are describing. With a more confident class, you can invite a student to describe something to the other students.

Draw and roll

Divide the class into two teams. Invite a student from one team to come to the front of the class and draw an item on the board. The students on the other team try to guess the word. If they guess correctly, they can roll a dice. The number on the dice is the number of points they score for their team.

Card games

Snap!

Students take turns to place one card face up on the table and say the word. When there are two cards on the table that match, the first student to say *Snap!* collects all the cards on the table.

Pelmanism

Students place all their cards face down on the table. They take turns to turn over two cards. If the cards show the same word, they can keep the cards. If not, they must turn the cards face down again.

Lyrics and actions for the *Shine On!* song

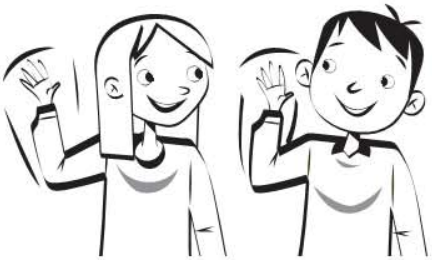
Starter Unit: Hello!

Hello! Hello!
It's English time!
Hello! Hello! It's time to shine!
Let's be friendly and wave hello!
We can shine, shine on!

Hello! Hello! It's English time!

Students raise their hand and wave in time with the music.

Let's be friendly and wave hello!



Students turn to each other and wave. They can wave in pairs or groups, as long as they are looking at each other and waving

Come on, everyone!
Let's sing our song.
Shine on! Shine on!
It's time to shine!
It's time to shine!
Shine, shine on!

Come on, everyone!

Students raise their arm and move their hand as if beckoning someone towards them.

Shine, shine on!

Students raise their arms above their heads as if they are drawing a big sun around themselves.

Hello! Hello!
It's English time!
Hello! Hello!
It's time to shine!
Let's work together,
you and me.
We can shine, shine on!

Let's work together, you and me.

First, students extend their hand towards another student and then bring it in and touch their chest.

Come on, everyone! Let's sing our song.
Shine on! Shine on!
It's time to shine! It's time to shine!
Shine, shine on!
(Repeat)

Wordlist

Starter Unit
goodbye
hello
I'm …
What's your name?

Unit 1
backpack
book
chair
crayon
desk
in
out
pen
pencil
pencil case
picture
ruler
A crayon, please.
It's a …
Thank you.
The pen is in the backpack.
The pen is out of the backpack.

Unit 2
black
blue
brown
gray
green
orange
pink
purple
red
white
yellow
Good job!
It's blue.
Look!
My favorite color is …
What color is it?

Culture 1
classroom objects
colors
glue
paint
paper
yarn

Unit 3
ball
bike
boat
doll
helicopter
kite
metal
plane
plastic
scooter
teddy
train
wood
It's a blue kite.
It's your turn.
Thanks.

Unit 4
eight
equals
five
four
nine
one
plus
seven
six
ten
three
two
How many …?
Please help.

Culture 2
jungle gym
number
see-saw
slide
swing
toys

Unit 5
arms
ears
eyes
feet
fingers
hands
head
legs
mask
mouth
nose
I'm sorry.
Shake your arms!
That's OK.
Touch your head!

Unit 6
baby
bear
giraffe
hippo
kangaroo
lion
monkey
penguin
snake
tiger
zebra
This is a lion.
Watch out!

Culture 3
duck
goat
pony
sheep

Unit 7
bird
brother
cat
dad
dog
grandma
grandpa
hamster
mom
sister
How are you?
I'm fine, thank you.
This is my brother.
Who's this?

Unit 8
cold
face
fast
happy
hot
hungry
noisy
quiet
sad
slow
tired
He's sad.
She's happy.
You're welcome.

Culture 4
burger
corn
juice
salad

Happy Easter
basket
bunny
egg
flowers

It's Christmas!
decoration
present
star
tree

I can ...

Unit 1 At School

	I can say 10 school words in English.			
	I can ask for things in English.			
	I can sing a song about school in English.			
	I can understand a story in English.			

Unit 2 Fun Colors

	I can say 10 colors in English.			
	I can ask what color something is in English.			
	I can sing a song about colors in English.			
	I can understand a story in English.			

Unit 3 Cool Toys!

	I can say 10 toys in English.			
	I can talk about toys and colors in English.			
	I can sing a song about toys in English.			
	I can understand a story in English.			

Unit 4 Let's Count!

	I can count to 10 in English.			
	I can ask *How many* … ? in English.			
	I can sing a song about numbers in English.			
	I can understand a story in English.			

Unit 5 My Body

A-Z	I can say 10 body words in English.	☹	😐	☺
	I can use body words to say actions in English.	☹	😐	☺
	I can sing a song about actions in English.	☹	😐	☺
	I can understand a story in English.	☹	😐	☺

Unit 6 Animals

A-Z	I can say 10 animal words in English.	☹	😐	☺
	I can use *This is* to talk about animals in English.	☹	😐	☺
	I can sing a song about animals in English.	☹	😐	☺
	I can understand a story in English.	☹	😐	☺

Unit 7 My Family

A-Z	I can say 10 family words in English.	☹	😐	☺
	I can ask and answer questions about family in English.	☹	😐	☺
	I can sing a song about family in English.	☹	😐	☺
	I can understand a story in English.	☹	😐	☺

Unit 8 Feeling Good

A-Z	I can say 10 words to describe people in English.	☹	😐	☺
	I can describe people in English.	☹	😐	☺
	I can sing a song about feelings in English.	☹	😐	☺
	I can understand a story in English.	☹	😐	☺

Workbook Answer Key

STARTER UNIT

Lessons 1 and 2 Vocabulary and Grammar

1 Color and say the names. Say *Hello*.
Lucy, Jack

Lesson 3 Story

1 Match and say.
1 Alex – fourth picture
Lucy – third picture
2 Jack – first picture
3 Megabyte – second picture

UNIT 1

Lesson 1 Vocabulary

1 Circle the odd one out. Say.
1 third picture – backpack
2 first picture – book
3 fourth picture – chair
4 second picture – pencil
5 third picture – desk
6 first picture – pen

Lesson 2 Grammar

1 Find and color the •. Say.
It's a pen/table/book/chair/pencil/backpack.

Lesson 3 Story

1 What's missing? Follow and draw. Then say.
Children complete the drawings.
1 pencil 2 ruler 3 crayon

2 What's next? Draw and say.
Children complete the drawings.
1 ruler
2 crayon
3 pencil case
4 picture

3 Look and say.
A crayon/ruler/pencil case/picture, please.
OK.
Thank you.

Lesson 4 Geography

1 Where are the objects? Match and say.
1 match to the crayon next to the backpack – out
2 match to the pencil next to the ruler/near the pencil case – out
3 match to the pen inside the pencil case – in
4 match to the ruler near the pencil case – out
5 match to the book in the backpack – in
6 match to the child's picture in the backpack – in

Review

1 Trace and say. Make a ✓.
chair, desk, pencil case, backpack, pencil, ruler

UNIT 2

Lesson 1 Vocabulary

1 Color the balloons. Color the picture and say.
Children's own answers.
Sample answers
It's black.
It's blue.
It's white.
It's red.
It's yellow.
It's green.

Lesson 2 Grammar

1 Color and match.
1 fifth picture – What color is it? It's white.
2 third picture – What color is it? It's yellow.
3 fourth picture – What color is it? It's black.
4 first picture – What color is it? It's red.
5 sixth picture – What color is it? It's green.
6 second picture – What color is it? It's blue.

Lesson 3 Story

1 Color and say.
Children's own answers.
Sample answers
It's yellow, green, and white.

2 Circle the odd one out. Say the color.
1 second picture – gray
2 first picture – brown
3 third picture – purple
4 second picture – pink
5 first picture – yellow
6 third picture – orange

3 Draw yourself. Show your friend and say.
Children's own drawings.

Lesson 4 Art

1 Color and say. Match.
1 gray – hippo
2 pink – flamingo
3 orange – orange

Review

1 Color the crayons. Follow and color. Then say.
Children's own answers.
Sample answers
It's a gray chair.
It's a blue backpack.
It's a yellow ruler.
It's a green balloon.
It's a red pencil.
It's a pink pencil case.

REVISION 1

1 Match and say.
1 fourth picture – backpack
2 first picture – pencil
3 second picture – desk
4 fifth picture – pen
5 third picture – crayon

2 Color and say.
Children's own answers.
Sample answers
It's gray.
It's orange.
It's purple.
It's black.
It's brown.
It's white.

3 Trace and say.
1 It's a desk.
2 It's a backpack.
3 It's a ruler.
4 It's a chair.
5 It's a pen.
6 It's a pencil case.

UNIT 3

Lesson 1 Vocabulary

1 Match and say.
1 second picture – scooter
2 third picture – ball
3 first picture – doll
4 sixth picture – kite
5 fourth picture – bike
6 fifth picture – teddy

Lesson 2 Grammar

1 Draw and color. Say.
Children's own drawings.
Sample answers
It's a gray kite.
It's a blue teddy.
It's a red bike.
It's a yellow ball.
It's a purple doll.
It's a green scooter.

Lesson 3 Story

1 What's missing? Match and color. Then say.
1 train 2 helicopter 3 boat

2 Color the shapes. Color the picture and say.
Children's own answers.
Sample answers
It's a purple boat.
It's a green train.
It's a yellow helicopter.
It's a gray plane.

3 Draw a toy. Say.
Children's own answers.

Lesson 4 Science

1 Look and circle. Say.
1 first picture – plastic
2 first picture – metal
3 first picture – wood
4 first picture – plastic

Review

1 Color the toys. Say.
Children's own answers.
Sample answers
It's a gray train.
It's a green ball.
It's a pink bike.
It's a red boat.
It's a yellow kite.
It's a brown bear.
It's a blue doll.
It's a black plane.

UNIT 4

Lesson 1 Vocabulary

1 Trace, count, and match. Color and say.
1 helicopter
2 dolls
3 pencils
4 boats
5 chairs
6 balls

Lesson 2 Grammar

1 Count and write the number. Say.
1 How many bikes? 2
2 How many books? 5
3 How may planes? 3
4 How many teddies? 1
5 How many rulers? 6
6 How many trains? 4

Lesson 3 Story

1 How many? Match. Then say.
1 6 dolls
2 7 rulers
3 2 pencils
4 1 doll

2 Count and match. Say.
9 kites
7 bikes
10 scooters
8 balls

3 What do they say? Match and say.
First picture – **Boy:** Please help.
Girl: OK.
Second picture – **Girl:** Please help.
Boy: OK.

Lesson 4 Math

1 Count, draw, and write the number.
1 5 2 7 3 10

2 Look and circle. Draw.
circle around + sign, circle around = sign, 6

Review

1 Follow, count, and circle. Say.
1 7 (boats)
2 4 (rulers)
3 8 (balls)
4 6 (crayons)
5 3 (books)
6 5 (dolls)

REVISION 2

1 Draw and say.
Children's own drawings.
1 boat, 2 teddy, 3 ball, 4 scooter, 5 bike, 6 kite

2 Write the numbers. Say.
2, 4, 7, 9

3 Color the toys. Say.
Children's own answers.
Sample answers
It's a blue scooter.
It's a gray bike.
It's a red kite.
It's a black and white ball.
It's a brown teddy.
It's a pink doll.

4 Count and match. Say.
1 5 (boats)
2 10 (crayons)
3 6 (books)
4 4 (helicopters)
5 8 (pencils)
6 3 (planes)

UNIT 5

Lesson 1 Vocabulary

1 Look and match. Say.
Children match the words to the body parts.
arms, head, hands, fingers, legs, feet

Lesson 2 Grammar

1 Look and circle. Say and do.
1 legs
2 head
3 arms
4 legs
5 feet
6 hands

Lesson 3 Story

1 Look, say, and number in order.
3 Touch your ears!
2 Shake your legs!
4 Shake your head, touch your feet, shake your arms!
1 Touch your nose!

2 Look and match. Draw.
1 nose – second picture
2 eyes – first picture
3 mouth – fourth picture
4 ears – third picture

3 What do they say? Match and say.
First picture – **Boy:** I'm sorry.
Girl: That's OK.
Second picture – **Girl:** I'm sorry.
Boy: That's OK.

Lesson 4 Art

1 Color the crayons. Follow and color. Then say.
Children's own answers.

2 Draw and color. Say.
Children's own drawings.
Picture 1: eyes, ears,
Picture 2: nose, mouth

Review

1 Look and number.
6, 1, 5, 4, 2, 3

UNIT 6

Lesson 1 Vocabulary

1 Look and circle. Say.
1 lion
2 monkey
3 zebra
4 snake
5 hippo
6 giraffe

Lesson 2 Grammar

1 Match and say.
1 third picture – This is a lion.
2 first picture – This is a snake.
3 fifth picture – This is a monkey.
4 second picture – This is a zebra.
5 sixth picture – This is a hippo.
6 fourth picture – This is a giraffe.

Lesson 3 Story

1 What's missing? Follow and draw. Then say.
1 a penguin, 2 a tiger, 3 a kangaroo

2 Circle the odd one out. Say.
1 first picture – kangaroo
2 third picture – bear
3 fourth picture – penguin
4 second picture – tiger

3 What do they say? Match and say.
First picture – **Girl:** Watch out!
Boy: OK.
Second picture – **Boy:** Watch out!
Girl: OK.

Lesson 4 Science

1 Circle the baby animals and say.
1 baby hippo
2 baby kangaroo
3 baby penguin
4 baby monkey

2 Match and say.
Children match the words to the face parts.
mouth ears eyes nose

Review

1 Look and say. Find and circle.
1 bear –bottom left corner
2 tiger – top left corner
3 snake – center
4 giraffe – bottom right corner
5 lion – top left corner
6 zebra – top right corner

REVISION 3

1 Match and say.
1 hands – fourth picture
2 head – first picture
3 legs – third picture
4 nose – sixth picture
5 eyes – fifth picture
6 arms – second picture

2 Look and number.
4, 2, 1, 3

3 Look and circle. Say.
1 touch
2 shake
3 shake
4 touch

4 Match and say.
1 snake
2 penguin
3 lion
4 kangaroo
5 hippo
6 monkey

UNIT 7

Lesson 1 Vocabulary

1 Look and match. Say.
1 sister
2 grandma
3 dad
4 brother
5 mom
6 grandpa

Lesson 2 Grammar

1 Look and number. Say.
This is my brother. – 3
This is my mom. – 2
This is my grandpa. – 6
This is my grandma. – 1
This is my dad. – 4
This is my sister. – 5

Lesson 3 Story

1 What's missing? Circle and color. Then say.
1 cat – second picture
2 bird – first picture
3 hamster – second picture

2 Follow and circle. Say.
1 cat
2 bird
3 hamster
4 dog

3 Look and make a ✓ or an ✗. Say.
First picture ✓
Second picture ✗

Lesson 4 History

1 Look and make a ✓ or an ✗. Say.
1 This is my grandma. ✓
2 This is my mom. ✗
3 This is my brother. ✗
4 This is my dad. ✓
5 This is my grandpa. ✗
6 This is my sister. ✓

Review

1 Look and choose. Circle and draw. Then say.
Children's own drawings and answers.

UNIT 8

Lesson 1 Vocabulary

1 Look and make a ✓ or an ✗. Say.
1 hot ✓
sad ✗
2 sad ✓
happy ✗
3 cold ✗
hungry ✓
4 happy ✓
tired ✗
5 hungry ✗
cold ✓
6 tired ✓
hot ✗

Lesson 2 Grammar

1 Look and match. Say.
1 He's tired.
2 She's happy.
3 He's hot.
4 She's sad.
5 He's cold.
6 She's hungry.

Lesson 3 Story

1 Look and circle. Say.
1 fast
2 noisy
3 tired / hot
4 happy

2 Look and make a ✓ or an ✗. Say.
1 first picture ✗ second picture ✓
2 first picture ✓ second picture ✗
3 first picture ✗ second picture ✓
4 first picture ✗ second picture ✓

3 What do they say? Match and say.
Girl: Thanks.
Boy: You're welcome.

Lesson 4 Social Studies

1 Look and circle. Say.
1 grandma, happy
2 brother, cold
3 sister, tired
4 dad, happy

Review

1 Look and draw. Say.
Children's own drawings.

REVISION 4

1 Look and make a ✓ or an ✗. Say.
1 brother ✓
sister ✗
2 mom ✗
sister ✓
3 mom ✓
dad ✗
4 brother ✗
grandpa ✓
5 dad ✓
grandpa ✗
6 mom ✗
grandma ✓

2 Follow and circle. Say.
1 noisy
2 sad
3 slow
4 hot
5 quiet

3 Look and circle.
1 first picture
2 first picture
3 second picture
4 first picture

4 Look and number.
5, 2, 3, 4, 1, 6

HOLIDAYS

Easter

1 Look and number. Say.
3, 1, 4, 2

2 Color the egg. Draw and color a pattern.
Children's own drawings.

3 Look, count, and write the number. Say.
bunny – 1
flowers –7
baskets – 3
eggs – 9

Christmas

1 Circle the odd one out. Say.
1 third picture – tree
2 first picture – decoration
3 fourth picture – present
4 third picture – star
5 fourth picture – decoration
6 second picture – present

2 Find and color.
Children's own coloring.

Notes

Notes

Notes